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ABSTRACT

This study guide, one of eight individualized units developed for students enrolled in cooperative part-time training and employed in a cafeteria, is composed of information about one specific occupation; this unit focuses on the duties of the cook's helper. Materials provided in this guide for coordinator use include a student progress chart; a job description; a unit objective and specific objectives; suggested teaching procedures, with student activities and alternatives that the coordinator may use in dealing with various types of disadvantaged students; answers to assignment sheets; answers to the unit test; 10 information sheets and 10 assignment sheets suitable for reproduction; and the unit test. Topics covered in this unit are (1) cooking and baking terms and definitions, (2) cooking utensils and equipment, (3) types of commercial mixers and attachments, (4) commercial mixer safety, (5) types of ovens and safety methods, (6) operation of the food slicer and safety methods, (7) cooking methods, (8) reading measurements, (9) reading labels, and (10) general cleaning. (YLB)

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CAFETERIA OCCUPATIONS

COOK'S HELPER

DOT NO. 317.687-010

Coordinator's Guide

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FIRST EDITION

1979

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Progress Chart for

COOK'S HELPER

DOT #317.687-010

Name _____

School _____

Date Completed

INFORMATION SHEET 1	COOKING TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	COOKING TERMS AND DEFINITIONS	
Test	Part 1	
OBJECTIVE	Select the correct terminology to be used in the kitchen.	
INFORMATION SHEET 2	COOKING UTENSILS AND EQUIPMENT	
ASSIGNMENT SHEET 2	COOKING UTENSILS AND ATTACHMENTS	
Test	Part 2	
OBJECTIVE	Identify the utensils used for cooking.	
INFORMATION SHEET 3	TYPES OF COMMERCIAL MIXERS AND ATTACHMENTS	
ASSIGNMENT SHEET 3	TYPES OF COMMERCIAL MIXERS AND ATTACHMENTS	
Test	Part 3	
OBJECTIVE	Identify the types of commercial mixers and explain their use.	
INFORMATION SHEET 4	COMMERCIAL MIXER SAFETY	
ASSIGNMENT SHEET 4	COMMERCIAL MIXER SAFETY	
Test	Part 4	
OBJECTIVE	Point out the correct safety procedures for using the mixers.	

INFORMATION SHEET 5	TYPES OF OVENS AND SAFETY METHODS	
ASSIGNMENT SHEET 5	TYPES OF OVENS AND SAFETY	
Test	Part 5	
OBJECTIVE	Identify the types of ovens and explain the safety involved in operating ovens.	
INFORMATION SHEET 6	OPERATION OF THE FOOD SLICER AND SAFETY METHODS	
ASSIGNMENT SHEET 6	OPERATION OF THE FOOD SLICER AND SAFETY METHODS	
Test	Part 6	
OBJECTIVE	Explain the operation of a food slicer and safety rules to be followed during its operation.	
INFORMATION SHEET 7	COOKING METHODS	
ASSIGNMENT SHEET 7	COOKING METHODS	
Test	Part 7	
OBJECTIVE	Identify the different methods used in cooking and explain the processess involved in each.	
INFORMATION SHEET 8	READING MEASUREMENTS	
ASSIGNMENT SHEET 8	READING MEASUREMENTS	
Test	Part 8	
OBJECTIVE	Explain the methods of measurement used in cooking and the use of equivalents.	
INFORMATION SHEET 9	READING LABELS	
ASSIGNMENT SHEET 9	READING LABELS	
Test	Part 9	
OBJECTIVE	Point out the information found on food labels and how to read it.	

INFORMATION SHEET 10	GENERAL CLEANING	
ASSIGNMENT SHEET 10	GENERAL CLEANING	
Test	Part 10	
OBJECTIVE	Discuss the general cleaning procedures in a kitchen.	

This student has completed the indicated training under my supervision.

_____

Instructor

FOREWORD

This study guide is one of eight individualized units developed for students enrolled in Cooperative Part-time Training and employed in a cafeteria. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available.

The coordinator's guide provides additional information and suggested activities that will assist in helping the student. Also included are suggested alternatives that the coordinator may use in dealing with various types of students, including the slow-learner, slow-reader, and any other typical disadvantaged student. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing the assignments, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The pen and paper assignments should be handed in to the coordinator, and the individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for the assignment sheets and tests; however, students should also be graded

on individual participation. Both tests and assignments should be graded and returned to the students to keep as reference in their notebooks.

A coordinator may have a student complete a related study guide in instances where a business requires the student to perform responsibilities of two or more job titles within Cafeteria Occupations. If a student easily accomplishes all the assignments and studies in one guide, the student might be required to study all available study guides for Food Service Occupations, thus preparing the student for occupational advancement or entrance into the free enterprise system.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities as well as the explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce copies of the information, assignment, or test sheets for other students in the class.

For information on other study guides available, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

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Appreciation is expressed to those whose expertise made possible the development of the Food Service study guides. Many coordinators across the state have contributed their time in providing information and activities for the initial development of these publications that will be made available to other Cooperative Part-time Training programs across the state.

Special thanks are extended to those instructors who field-tested the first study guides developed and provided periodic evaluations and comments to be used in revision and further development.

Appreciation also is given the numerous businesses that allowed our writers to collect information for these publications. The following is a partial listing of those cooperating with the project.

All Sports Inn
Charcoal Broiler
Dairy Queen
Ken's Pizza
Long John Silver's
Mr. Quick
Picadilly Cafeteria
Pizza Inn
Sonic Drive Inn
Wyatt's Cafeteria

Special thanks are extended to the Instructional Materials Centers at Texas Tech University in Lubbock and the University of Texas at Austin for their contributions.

COOK'S HELPER

DOT NO. 317.687-010

Job Description

The Cook's Helper assists workers engaged in preparing foods for hotels, restaurants, or ready-to-serve packages by performing any combination of the following tasks:

1. Washes, cuts, peels, and seeds vegetables and fruits
2. Cleans, cuts, and grinds meats, poultry, and seafood
3. Dips food items in crumbs, flour, and batter to bread them
4. Stirs and strains soups and sauces
5. Weighs and measures designated ingredients
6. Carries pans, kettles, and trays of food to and from work stations, stove, and refrigerator
7. Stores foods in designated areas, utilizing knowledge of temperature requirements and food spoilage
8. Cleans work areas, equipment, and utensils, segregates and removes garbage, and steam-cleans or hoses garbage containers
9. Distributes supplies, utensils, and portable equipment, using handtruck

Undefined Related Titles

Kitchen helper
Cook helper, broiler or fry
Cook helper, dessert
Cook helper, vegetable
Pantry goods maker helper
Helper

UNIT II-D

COOK'S HELPER

UNIT OBJECTIVE

After completion of this unit, the student will be able to use the correct terminology to explain the procedures and responsibilities required of a cook's helper in a cafeteria. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

Specific Objectives

After completion of this unit, the student will be able to:

1. Select the correct terminology to be used in the kitchen.
2. Identify the utensils used for cooking.
3. Identify the types of commercial mixers and explain their use.
4. Point out the correct safety procedures for using the mixers.
5. Identify the types of ovens and explain the safety involved in operating ovens.
6. Explain the operation of a food slicer and safety rules to be followed during its operation.
7. Identify the different methods used in cooking and explain the processes involved in each.
8. Explain the methods of measurement used in cooking and the use of equivalents.
9. Point out the information found on food labels and how to read it.
10. Discuss the general cleaning procedures in a kitchen.

UNIT II-D

COOK'S HELPER

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective Sheet

A. Discuss each specific objective with the student.

B. Explain the relationship of each to the training station.

C. Renumber the objectives in the most logical sequence to be accomplished.

(NOTE: A change of sequence is necessary only when a student changes job during the year or an employer requests training in a specific area.)

II. Information and corresponding assignment sheets

A. Information Sheet #1--Cooking Terms and Definitions

1. This information may be used as a glossary.

2. Use Assignment Sheet #1--Cooking Terms and Definitions, to reinforce the area of information.

3. Have student add other terms used in the training area.

a. Have students use Information Sheet #1 or use several reference book glossaries to complete the assignment sheet.

b. Have students develop similar word games using other terms used in a kitchen.

4. Have student develop crossword puzzles using the terms and definitions.

B. Information Sheet #2--Cooking Utensils and Equipment

1. Have students use Information Sheet #2 as a reference to complete the assignment sheet.

2. Have students add other names of other equipment and utensils used on their training station to the list.

3. Use Assignment Sheet #2--Cooking Utensils and Equipment, to reinforce the area of information.

   a. Have students use Information Sheet #2 or several cooking books to complete the assignment sheet.

   b. Have students develop short talks explaining how some of the utensils are used in the kitchen.

C. Information Sheet #3--Types of Commercial Mixers and Attachments

1. Have students list other types and models of commercial mixers used at their work stations.

2. Have students make a list of the different parts of the floor and bench mixer.

3. Use Assignment Sheet #3--Types of Commercial Mixers and Attachments, to reinforce that area of information.

   a. Have students give a short talk on the types of equipment used at their work station.

   b. Have students make a safety poster for using the mixers and attachments.

   c. Have students use Information Sheet #3--Types of Commercial Mixers and Attachments, as a reference to complete the assignment sheet.

D. Information Sheet #4--Commercial Mixer Safety

1. Have student present a safety talk about the training station relating any accidents that have happened.

2. Have student develop safety information sheets on specific machines at training stations.

3. Have student secure information from U.S. agencies concerning health and safety.

   (NOTE: See references)

4. Use Assignment Sheet #4--Commercial Mixer Safety, to reinforce that area of information.

   a. Have the students develop safety posters on the commercial mixer.

   b. Provide the students with business magazines and poster board to develop posters.

   c. Have a contest of safety posters and allow students or a panel to judge them.

   d. Take the students to the cafeteria to see a commercial mixer and explain safety procedures.

E. Information Sheet #5--Types of Ovens and Safety Methods

1. Have the students present a talk about the kind of ovens used at their training station.

2. Have students contact a technician or sales representative for materials on cleaning.

3. Use Assignment Sheet #5--Types of Ovens and Safety, to reinforce that area of information.

   a. Make copies of the different types of ovens drawn to hand out to other cook helpers.

   b. Contact an oven distributor to obtain information and pictures of different sizes and models.

   c. Have students use Information Sheet #5--Types of Ovens and Safety, to complete the assignment sheet.

F. Information Sheet #6--Operation of the Food Slicer and Safety Methods

1. Have student to give a short talk on the operation of a food slicer.

2. Have student to make safety posters on the operation of the food slicer.

3. Use Assignment Sheet #6--Operation of the Food Slicer and Safety Methods, to reinforce that area of information.

   a. Have students use Information Sheet #6 as a reference in completing this activity.

   b. Have students draw the food slicer they use if it is different from the drawing.

4. Take the students to the kitchen and show them a food slicer.

5. Contact a representative to give a class demonstration of the operation of the food slicer.

6. Have the students put up the better posters on safety of the food slicer.

G. Information Sheet #7--Cooking Methods

1. Have students go to the kitchen to observe the different cooking methods.

2. Provide the student with trade magazines to identify some of the different types of equipment used on their training station.

3. Use Assignment Sheet #7--Cooking Methods, to reinforce that area of information.

   a. Have student prepare a short talk on two of the different cooking methods.

   b. Have the student to list the duties followed while at the work station.

4. Contact a chef or head cook to come to class and give a short talk.

H. Information Sheet #8--Reading Measurements

1. Have the students develop charts showing the equivalent measurements.

2. Have the students develop posters on measurements.

3. Have the students or a panel to judge the best poster.

4. Use Assignment Sheet #8--Reading Measurements, to reinforce that area of information.

   (NOTE: Use Information Sheet #8--Reading Measurements, to complete the assignment sheets.)

5. Bring pictures of the equipment mentioned to show the class.

I. Information Sheet #9--Reading Labels

1. Have students bring to class some labels and briefly explain what they contain.

2. Have the students make a collage of labels to show how they differ.

3. Use Assignment Sheet #9--Reading Labels, to reinforce this area of information.

   (NOTE: Use Information Sheet #9--Reading Labels to complete the assignment sheet.)

4. Have the students make a series of posters depicting labels that are on the market.

5. Bring to class some trades magazines showing advertisements dealing with labels.

J. Information Sheet #10--General Cleaning

1. Have the students develop posters on sanitation and cleaning.

2. Have the students give short talks on sanitation procedures at their work stations.

3. Use Assignment Sheet #10--General Cleaning, to reinforce this area of information.

   (NOTE: Use Information Sheet #10--General Cleaning, to complete the assignment sheet.)

4. Contact a health official to give a presentation on sanitation and cleanliness.

III. Answers to Assignment Sheets

A. Some assignment sheets will vary according to the training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend upon student participation.

IV. Unit Test

A. The study guide test is divided into 10 parts.

1. Each part covers the information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed reading information sheet and assignments.

2. Give the entire test upon completion of the study guide and assignments.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the study.

V. Answers to the Unit Test

A. Answers are based upon total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Kotschevar, Lendal H. Ph. D. Quantity Food Production. Cahners Books International, Inc. Boston, Massachusetts, 1974.

B. Haines, Robert G. Food Preparation for Hotels, Restaurants, and Cafeterias. American Technical Society. Chicago, Illinois, 1976.

VII. Sources of Additional Information

A. Lundberg, Donald E. The Hotel and Restaurant Business. rev. Boston: Cahners Publishing Co., 1971.

B. Terrell, Margaret. Professional Food Preparation. New York: John Wiley and Sons, 1971.

C. FNIA Faculty. Food Preparation Manual. Stillwater: Oklahoma State University, 1969.

UNIT II-D

COOK'S HELPER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A.

1. Absorption--The ability of something, such as flour, to attract and hold a liquid.
2. Aeration--The treatment of dough or batter with air or gas to produce lightness and to increase volume.
3. Barbecue--To cook by a direct heat source (spit or charcoal), basting with a seasoned sauce.
4. Acidity--Sourness or tartness.
5. Bouillon cubes--A commercially prepared concentrated broth packaged in cubes.
6. Batter--A pourable mixture of combined ingredients.
7. Broil--To cook by exposure to direct heat on a grill or over live coals, such as broiled chicken or steaks.
8. Breading--To coat foods with bread crumbs, cracker crumbs, or cornmeal before cooking.
9. Croquette--Usually a meat plus other ingredients shaped into cakes, breaded, and fried or baked.
10. Caramelize--To heat sugar or food containing sugar until brown.
11. Chill--to place in a refrigerator or cool place until cold.
12. Creaming--To mix ingredients until a smooth, pourable mixture is formed.
13. Crumb--To coat or top with crumbs.
14. Dilute--To lessen the strength, thickness, or flavor of a mixture, usually by adding water.
15. Dip in batter--To dip food into a smooth mixture of flour and liquid before frying.

16. Dip--To plunge into a liquid or dry ingredient until covered and then remove quickly.

17. Dissolve--To combine or mix a solid ingredient with a liquid until a solution is formed.

18. Dough--A thick, uncooked mass of combined ingredients for bread, rolls, and cookies.

19. Dredge--To coat with flour or other fine substance.

20. Dusting--To sprinkle a light coat of flour on pans or work bench.

21. Emulsify--To thoroughly mix ingredients that do not readily combine.

22. Entrée--The name given to the food dish served as the main course.

23. Fermentation--The chemical change of a food which produces carbon dioxide.

24. Flake--To break into small bits by using a fork, taking care not to mash the pieces.

25. Fold--To lap dough over on itself after it reaches the right fermentation point.

26. Fricassee--To cook by braising; usually applied to fowl, rabbit, or veal that is cut into small pieces.

27. Glacé--To coat with a thin sugar syrup cooked to the crackling stage.

28. Grating--To shred food on a grater.

29. Grill--To fry, sauté or roast on a solid heated surface or griddle.

30. Grind--To reduce particles by cutting or crushing.

31. Humidity--Amount of moisture in the air.

32. Lard--Any form of pork fat.

33. Leavening agents--Ingredients used to produce carbon dioxide in doughs and batters.

34. Marinate--To cover and soak food in oil, vinegar, or wine to give added flavor,or to tenderize meat.

35. Pan--To cook a vegetable in a tightly covered skillet in a small amount of fat.

36. Pan boiling--To cook uncovered on a hot, ungreased surface, pouring off fats and liquids as they collect.

37. Peel--To remove the skin of fruits and vegetables, using a knife or peeler.

38. Roast--To cook in an uncovered pan in the oven.

39. Roux--A mixture of fat and brown flour used to thicken and add flavor to sauces, soups, and gravies.

40. Saturation--Absorption to the limit of capacity.

41. Scald--To heat to a temperature just below the boiling point.

42. Sear--To brown the surface of the meat by heating at a high temperature for a short time.

43. Sifting--To pass dry ingredients through a screen or sieve.

44. Smother--To cover with sauce or vegetables.

45. Stuff--To pack a mixture into a cavity, as with turkey or bell peppers.

46. Texture--Interior structure of a baked product as shown by the look and feel of a cut surface.

47. Thicken--To cause a food to become firmer by the addition of eggs, flour, or other products and cooking them for an additional period of time.

48. Truss--To secure the wings and legs of a bird with pins or twine.

49. Utensil--Any tool or instrument used in cooking.

50. Whip--To beat rapidly to increase volume and introduce air into the ingredients.

Assignment Sheet #2

A. Evaluated to the satisfaction of the teacher.

B. Evaluated to the satisfaction of the teacher.

C. 1. paring knife--used for trimming and peeling fruits and vegetables

2. butcher knife--used to section raw meat and cut steaks

3. Slicer--used to cut meat, such as ham

4. pie or cake knife--used to cut and serve pies and cakes without breaking pieces

5. food tongs--used to pick up and serve foods without touching with the hands

6. ladle--used to stir, dip, mix, and to serve sauces, dressings, and other liquids, in equal amounts

7. skimmer--used to serve whole or large cut vegetables without including liquid

8. spatula--used for mixing, spreading, and scraping.

9. colander--used to drain off liquids when washing cooked spaghetti and other foods

10. strainer--used to strain and drain all kinds of foods

11. scoop--used to serve and portion foods, such as ice cream and butter

12. measuring cups--a set of cups used to measure liquids and some dry ingredients

13. kitchen fork--used for turning roast or broiling steaks, and holding meats while slicing

14. pastry wheel--used to cut all types of pastry including pizza

15. cleaver--used to chop bones in raw meat

D. Evaluated to the satisfaction of the instructor.

Assignment Sheet #3

A. 1. a. attachment socket

b. beater shaft

c. bowl support

d. bowl

e. bowl raising wheel or lever

f. gear or speed control

g. "on" "off" switch

2. a. gear or speed control

b. attachment socket

c. "on" "off" switch

d. beater shaft

e. bowl support

f. bowl

g. bowl raising wheel or lever

B. Evaluated to the satisfaction of the instructor

C. 1. D

2. B

3. E

4. A

5. C

Assignment Sheet #4

A. 1. low--used for heavy mixtures such as doughs and thick batters.

2. medium--used for cake batters and mashing potatoes.

3. high used for whipping cream, potatoes, or beating eggs.

B.

1.	T	6.	F
2.	T	7.	T
3.	F	8.	F
4.	T	9.	T
5.	F	10.	T

C. 1, 3, 4, 6, 8, 9

D. 1. off

2. low, medium, high

3. size, type

4. spoons, hands

5. mixing

6. splash cover

7. securely

8. loose

Assignment Sheet #5

A. Gas

1. Turn on the main burner valve.

2. Adjust the thermostat to the prescribed temperature.

B. Electric

1. Turn directional heat control switch to "medium or high" as needed.

2. Turn switch ON.

3. Set thermostat at the desired temperature.

4. Allow oven to preheat before food is placed in the oven.

5. Allow 10 inches away from the walls and door for proper circulation of heat.

6. To prevent heat escape, clear the vent control completely.

7. Avoid excessive opening and closing of the door (for a better product).

C. 1. Clean the exterior surface with a warm water and detergent solution.

2. Clean the interior walls with a damp cloth.

3. Clean the crumbs from the return passage.

D. Evaluated to the satisfaction of the instructor.

E. 1. Place the food in the oven and close the door.

2. Turn the power switch to ON position to heat the unit.

3. Generally, the oven turns off automatically when the "time set" is completed.

4. Types of containers to be used in ovens are glass, paper, and ceramic.

5. Avoid the use of plastic containers.

F. 1. Be sure the unit is turned off.

2. Wipe all metals parts with a clean cloth and a warm detergent solution.

3. Dry with a clean soft cloth.

G. Evaluated to the satisfaction of the instructor.

Assignment Sheet #6

A. 1. blade or slicer knife

2. blade guard

3. blade control indicator

4. food carriage

5. food holder

6. gauge plate

7. scrap tray

8. receiving tray

9. ON and OFF switch

B. 1. T
2. T
3. T
4. T
5. F
6. T
7. F
8. F
9. F
10. F

C. 1. A
2. D
3. D
4. A
5. C
6. B
7. A
8. C

Assignment Sheet #7

A. 1. Preheat the broiler 15 minutes before cooking.

2. Marinate, dip, or brush meat with oil and/or seasoning before placing food on the grill.

3. Check meats for dryness by placing light pressure on the meat with your finger.

4. Pull the grill out and place the meat on the grill.

5. The meat should be turned once during the cooking process so both sides are cooked.

6. Do not over cook meats on a broiler because they will become dry and lost their natural flavor, juices, and nutritional values.

7. If the broiler is gas fired, the ceramic brick type elements should be preheated until they are hot.

8. Oil on the meat will prevent sticking, drying, and cracking.

9. The broiler should be left on low after using so that it will be warm if needed again.

B. 1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. F

C. 1. B
2. D
3. C
4. D
5. C

D. 1. 350°
2. temperature
3. excess
4. breading
5. half
6. grease
7. drain

E. 1. T
2. T
3. F
4. F
5. t

F. 1. breadcrumbs
2. corn flakes
3. cornmeal
4. flour
5. crackers

G. 1. A
2. D
3. C
4. D
5. A
6. B
7. D
8. A
9. B
10. C

H. 1. A
2. B
3. A
4. C
5. C
6. B
7. B
8. A
9. B

I. 1. Turn the flame or heat on to its highest point
2. Marinate the meat
3. Place the meat in the broiler
4. Broil the side of meat nearest the flame
5. Turn the meat only one time.

J. 1. cut of meat
2. kind of meat
3. quality of meat
4. thickness of meat
5. degree of doneness

K. 1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. T
9. T
10. T

L. 1. green
2. yellow
3. red
4. white

M. 1. boiling
2. baking
3. steam
4. frying

Assignment Sheet #8

A. 1. I
2. C
3. G
4. E
5. A
6. I
7. D
8. H
9. F
10. B

B.

1.	1/8 teaspoon	6.	2 cups
2.	2 pints	7.	1 cup
3.	1 fluid quart	8.	3 teaspoons
4.	1 pound	9.	1 pound (water)
5.	1 gallon	10.	1 dozen

C.

1. Cup--A unit of measurement made from 1/2 pint or 16 tablespoons of measurement
2. Liquid--Anything that flows or pours
3. Liquid measuring cups--Measuring liquids by graduated cups
4. Dry--Not wet or sticky
5. Level--To make equal or flat
6. Weighing platform--Part of the baker's scale that holds weights and the food items being weighed
7. Tablespoon--A unit of measurement equal to 3 teaspoons in measurement
8. Spatula--A utensil with a long blade that is flexible
9. Measuring spoons--Spoons used in making measurements while following a recipe
10. Pound--A unit of measurement equal to 16 ounces in weight and measurement
11. Scoop--A small utensil used for dipping soft foods
12. Ring--Anything round; a circle.
13. Quart--A unit of measurement equal to 2 pints of measurement
14. Teaspoon--A unit of measurement equal to 1/3 tablespoon in measurement
15. Measurement--Finding the size or how much there is of something

D. 1. T

2. F

3. T

4. F

5. T

Assignment Sheet #9

A. 1. identification

2. display

3. pricing

4. federal law

B. Evaluated to the satisfaction of the instructor.

C. 1. brand name

2. product name

3. product ingredients

4. weight

5. lot number

6. expiration date

7. manufacturer's name and address

8. grade identification

9. nutritional value

D. 1. a. Food and Drug Administration (FDA)

b. United States Department of Agriculture (USDA)

2. a. A - superior quality

b. B - above average quality

c. C - minimum quality

d. substandard - inferior quality

Assignment Sheet #10

A. The statement is from the National Sanitization Foundation and it states sanitization is the quality of living that is expressed in a clean home, farm, business and industry, neighborhood and community.

B. 1. To prevent disease
2. To prevent food poisoning
3. To prevent food spoilage
4. To prevent bad odors and off-flavors

C.

1.	T	5.	T
2.	F	6.	T
3.	T	7.	T
4.	T	8.	T

D. 1. Trichinosis
2. Dysentery
3. Typhoid Fever
4. Diptheria

E. 1. Keep food at 40° F or below
2. Keep food over 140° F
3. Control favorable conditions such as warmth, food, and moisture

F. 1. Soak in hot water
2. Use scouring powder if deposits remain
3. Rinse away all ordinary steel wool particles from surface if non-stainless steel material is used
4. Use stainless steel, wood, plastic, or rubber tools to scrape grease or burnt-on food from stainless steel
5. DO NOT use ordinary steel scrappers or knives on stainless steel
6. Rub in the direction of polish lines when using scouring powder
7. DO NOT allow seasonings or foods with table salt to remain in the pan too long.

G. 1. Flush with clean water

2. Swab on a diluted solution of mild acid-type cleaner

3. Allow to stand 15 to 20 seconds

4. Rinse with clean water

5. Dry with a soft cloth

6. Repeat as necessary to completely remove films

UNIT II-D

COOK'S HELPER

ANSWERS TO UNIT TEST

Part 1

1. a. 6
   b. 10
   c. 2
   d. 9
   e. 3
   f. 1
   g. 4
   h. 8
   i. 5
   j. 7

2. a. F
   b. F
   c. T
   d. T
   e. F
   f. T
   g. T
   h. F
   i. T
   j. T

3. a. absorption
   b. baking soda/baking powder
   c. broiling
   d. fermentation
   e. grating
   f. leavening
   g. sifting
   h. stewing
   i. texture
   j. whip

4. a. 3
   b. 4
   c. 3
   d. 1
   e. 2
   f. 3
   g. 1
   h. 4
   i. 2
   j. 2

Part 2

a. French knife
b. strainer
c. boning knife
d. measure
e. butcher knife

f. colander

g. slicer

h. cleaver

i. ladle

j. skimmer

k. spatula

l. grater

m. measuring spoons

n. cake knife

o. kitchen fork

p. food tongs

Part 3

1. a. attachment socket

b. beater shaft

c. bowl support

d. bowl

e. bowl raising wheel or lever

f. gear or speed control

g. ON and OFF switch

2. a. T f. F

b. T g. F

c. F h. T

d. F i. T

e. T j. T

3. a. 5
   b. 3
   c. 1
   d. 2
   e. 4

4. a. 12-20
   b. pastry knife
   c. hopper
   d. 30-60
   e. shredder
   f. flat beater
   g. wire whip
   h. hopper
   i. vegetable slicer
   j. floor mixer

Part 4

1. a. c
   b. b
   c. a
   d. d
   e. b
   f. c
   g. b
   h. a
   i. b
   j. c

2. a. T
   b. T
   c. T
   d. F
   e. F
   f. T
   g. F
   h. F
   i. F
   j. T

3. a., c., d.

4. 1. h
   2. c
   3. a
   4. g
   5. f
   6. b
   7. d
   8. e

Part 5

1. a. F
   b. F
   c. T
   d. T
   e. T
   f. F
   g. F
   h. F
   i. T
   j. T

2. a. 2
   b. 3
   c. 1
   d. 1-2-3
   e. 3
   f. 1
   g. 2
   h. 3

3. a. Foods such as potatoes, apples, and weiners must be punctured with a fork to prevent them from exploding.

   b. A sign must be presented to announce a microwave unit is in use.

   c. DO NOT use metal containers.

4. a. 2
   b. 3
   c. 1
   d. 4
   e. 4
   f. 4
   g. 1
   h. 4
   i. 1
   j. 1

Part 6

1. a. slicer knife
   b. blade control indicator
   c. receiving tray
   d. scrap tray
   e. gauge plate
2. a. meats and cheese
   b. fruits
   c. vegetables
   d. bread
   e. hot or cold foods
3. a. T
   b. F
   c. F
   d. T
   e. F
   f. T
   g. F
   h. T
4. Evaluated to the satisfaction of the instructor.

Part 7

1. a. 5
   b. 2
   c. 4
   d. 1
   e. 3
2. a. F
   b. T
   c. F
   d. T
   e. F
   f. T
   g. F
   h. T

3. a. 5
   b. 1
   c. 2
   d. 4
   e. 3
   f. 1
   g. 3
   h. 4
   i. 2
   j. 2

4. a. 350°
   b. temperature
   c. excess
   d. breading
   e. basket
   f. grease
   g. drain

5. a. lard
   b. rendered beef fats
   c. vegetable shortenings
   d. vegetable oils

6. a. F
   b. T
   c. T
   d. T
   e. F

7. a. bread crumbs
   b. corn flakes
   c. cornmeal
   d. flour
   e. crackers

8. a. 1
   b. 1
   c. 4
   d. 1
   e. 1
   f. 4
   g. 2
   h. 3
   i. 4
   j. 2

9. a. A
   b. B
   c. A
   d. C
   e. C

10. a. F
    b. T
    c. T
    d. T
    e. F
    f. T
    g. T
    h. F
    i. T
    j. T

11. a. cut of meat
    b. kind of meat
    c. quality of meat
    d. thickness of meat
    e. degree of doneness

12. a. F
    b. T
    c. T
    d. F
    e. F
    f. T
    g. F
    h. F
    i. F
    j. T

14. a. green
    b. yellow
    c. red
    d. white
15. a. boiling
    b. baking
    c. steam
    d. frying

Part 8

1. a. 6
   b. 2
   c. 3
   d. 5
   e. 1
   f. 4
2. a. T f. T
   b. F g. T
   c. T h. T
   d. F i. F
   e. T j. T
3. a. Dry--Not wet or sticky
   b. Tablespoon--A unit of measurement equal to 3 teaspoons
   c. Quart--A unit of measurement equal to 2 pints
   d. Level--To make flat or even
   e. Pound--A unit of measurement equal to 16 ounces
   f. Teaspoon--A unit of measurement equal to 1/3 tablespoon

g. Scoop--A small utensil used to dip soft foods

h. Spatula--A utensil with a long blade that is flexible

i. Cup--A unit of measurement equal to 1/2 pint in measurement

j. Measuring Spoons--Spoons used in making measurements while following a recipe

4. a. 1
   b. 2
   c. 3
   d. 3
   e. 1
   f. 2
   g. 4
   h. 1
   i. 5
   j. 1

Part 9

1. a. brand name
   b. product name
   c. product ingredients
   d. weight
   e. lot number and expiration date
   f. manufacturer's name and address
   g. grade
   h. nutritional value

2. a. identification
   b. display
   c. pricing
   d. federal law

3. a. T
   b. F
   c. F
   d. T
   e. T
   f. T
   g. T

Part 10

1. a. To prevent disease
   b. To prevent food poisoning
   c. To prevent food spoilage
   d. To prevent bad odors and off-flavors
2. a. 1
   b. 3
   c. 2
   d. 4
   e. 3
   f. 4
3. a. ✓
   b.
   c.
   d. ✓
   e. ✓
4. a., d., e.

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #1--COOKINC AND BAKING
TERMS AND DEFINITIONS

A. Absorption--The ability of food (such as flour) to attract and hold a liquid.

B. Acidity--The degree of sourness or tartness.

C. Aeration--The treatment of dough or batter with air or gas to produce lightness and increase volume (e.g., whipping cream).

D. Bake--To cook by dry heat in an oven.

E. Baking powder--A chemical leavening agent.

F. Baking soda--A chemical leavening agent.

G. Barbecue--To cook by direct heat source (on spit or rack over charcoal), basting with a seasoned sauce.

H. Baste--To spoon liquid over food as it cooks to prevent drying out.

(NOTE: The liquid may be stock, water, a sauce, or drippings from the food.)

I. Batter--A pourable mixture of combined ingredients. (Example: Flour, sugar, eggs, and shortening.)

J. Beat--To make a mixture smooth or to introduce air by using a lifting motion with a spoon.

K. Blend--To mix two or more ingredients thoroughly.

L. Boil--To cook in water or other liquid until the liquid bubbles continuously at 212° F.

M. Bouillor--A clear broth from meat juices.

N. Bouillon cubes--A commercially prepared concentrated broth packaged in cubes.

O. Braise--To cook in fat and a little moisture, in a covered pan.

P. Breading--To coat foods with bread crumbs, cracker crumbs, or cornmeal, etc., before cooking.

Q. Broil--To cook by exposure to direct heat on a grill or over live coals.

R. Caramelize--To heat sugar or food containing sugar until brown.

S. Coat-the-spoon--To cook a mixture until it coats a metal spoon when stirred.

T. Chill--To place in a refrigerator or other cool place until cold.

U. Chop--To cut into small pieces.

V. Coat--To cover entire surface with flour, bread crumbs, etc.

W. Coddle--To cook in water heated to just below the boiling point.

X. Cream--To mix ingredients until smooth.

Y. Croquettes--Usually finely chopped meat plus other ingredients shaped into cakes, breaded, and then fried or baked.

Z. Crystallize--To cause to form crystals

(NOTE: Used in making candy and frozen mixtures.)

AA. Crumb--To cover with finely crumbled bread.

AB. Cube--To cut into small squares.

AC. Deep fat fry--To cook in a pot containing enough fat to cover food.

AD. Dilute--To lessen the strength, thickness, or flavor of a mixture, usually be adding water.

AE. Dip--To plunge into a liquid or dry ingredient until covered and then to remove quickly.

AF. Dip in batter--To dip food into a smooth mixture of flour and liquid before frying.

AG. Dissolve--To combine or mix a solid ingredient with liquid until a solution is formed.

AH. Dough--A thick, uncooked mass of combined ingredients for bread, rolls, cookies, etc.

AI. Dredge--To coat with flour or other fine food substances.

AJ. Dusting--To sprinkle a light coat of flour on pans or work surface.

AK. Emulsify--To thoroughly mix ingredinets that do not readily combine.

AL. Entreé--The name given to the food dish served as the main course.

AM. Fermentation--The chemical change of a food where carbon dioxide is produced.

AN. Fillet--To separate raw meat or fish from bones; also the name of the piece after being cut

(EXAMPLE: Filet Mignon)

AO. Flake--To break into small bits by using a fork, taking care not to mash the pieces.

AP. Fold--To blend ingredients by gently turning over, being careful not to stir or beat.

AQ. Fricassee--To cook by braising.

(NOTE: This is usually applied to fowl, rabbit, or veal that is cut into pieces.)

AR. Fry--To cook in fat on surface burner.

AS. Glacé--To coat with a thin sugar syrup cooked to the crackling stage.

AT. Gluten--The protein in flour which gives bakery products texture.

AU. Grating--To shred food on a grater.

AV. Grill--To fry, sauté, or toast on a solid heated surface or griddle; a form of pan-broiling.

AW. Grind--To reduce a food to particles by cutting or crushing

AX. Humidity--Amount of moisture in the air.

AY. Ingredients--Various contents blended to make any food.

AZ. Kneading--To work dough with hands to develop texture.

BA. Leavening agents--Ingredients used to produce carbon dioxide in doughs and batters.

(EXAMPLES: baking powder, baking soda, sour milk.)

BB. Lard--Any form of pork fat

(EXAMPLES: salt pork, bacon, or pigs' feet.)

BC. Marinate--To cover and soak food in oil, vinegar, or wine to give added flavor or to tenderize meat.

(NOTE: Sometimes the marinade may be a pickling or brine solution.)

BD. Melt--To liquify by heat.

BE. Meringue--A white, frothy mass of beaten egg white and sugar.

BF. Mixing-- Blending ingredients.

BG. Pan (panning)--To cook a vegetable in a tightly covered skillet in a small amount of fat; no water is added.

BH. Pans--Variously shaped containers used for cooking and baking.

BI. Pan-broil--To cook uncovered on a hot, ungreased surface (usually a frying pan), pouring off fats and liquids as they collect.

BJ. Pan-fry--To cook in a small amount of fat

BK. Parboil--To simmer until partially cooked.

BL. Peel--To remove the skin of fruits and vegetables using a knife or peeler.

BM. Poach--To cook in a hot liquid, being careful to retain shape.

BN. Proof and Box--A box or cabinet equipped with shelves and used for fermenting dough by heat and steam.

BO. Roast--To cook in an uncovered pan in the oven.

BP. Roux--A mixture of fat, such as meat drippings, and browned flour, used to thicken and add flavor to sauces, soups, and gravies.

BQ. Saturation--Absorption to the limit of capacity.

BR. Saute--To brown quickly in a small amount of fat, turning frequently.

BS. Scald--To heat to a temperature just below the boiling point.

BT. Score--To make thin, parallel cuts in one or more directions in the food surface.

BU. Sear--To quickly brown the surface of meat by heating at a high temperature; it adds color and seals in flavor.

BV. Season--To improve flavor by adding salt, pepper, or spice.

BW. Shred--To cut or shave into thin strips.

(NOTE: Usually done with a French knife or shredding knife.)

BX. Sift--To pass dry ingredients through a screen or sieve.

BY. Simmer--To cook in a liquid at a temperature just below the boiling point.

(NOTE: Boiling point is 212° F. or 100° C.)

BZ. Smother--To cook in a covered container, covered with sauce or vegetables.

CA. Steam--To cook in steam, with or without pressure.

CB. Stew--To simmer meat and vegetables in liquid.

CC. Stuff--To pack a mixture into a cavity, as with turkey or bell peppers.

CD. Texture--Interior structure of a baked product as shown by the look and feel of a cut surface.

CE. Thicken--To cause a food to become firmer by the addition of eggs, flour, or other products, and by cooking them for an additional period of time. Gelatin may be added to cause the food to become firm when chilled.

CF. Truss--To secure the wings and legs of a fowl with pins or twine.

CG. Utensil--Any tool or instrument used in cooking.

CH. Whip--To beat rapidly to increase volume by introducing air into ingredients.

UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #1--DESCRIBING COOKING TERMS

A. Define the following selection of words.

1. absorption-

2. aeration-

3. barbecue-

4. acidity-

5. bouillon cubes-

6. batter-

7. broil-

8. breading-

9. croquette-

10. carmelize-

11. chill-

12. creaming-

13. crumb-

14. dilute-

15. dip in batter-

16. dip-

17. dissolve-

18. dough-

19. dredge-

20. dusting-

21. emulsify-

22. entree-

23. fermentation-

24. flake-

25. fold-

26. fricassee-

27. glacé-

28. grating-

29. grill-

30. grind-

31. humidity-

32. lard-

33. leavening agents-

34. marinate-

35. pan-

36. pan boiling-

37. peel-

38. roast

39. roux-

40. saturation-

41. scald-

42. sear-

43. sifting-

44. smother-

45. stuff-

46. texture-

47. thicken-

48. truss-

49. utensil-

50. whip-

UNIT II-D

COOKS HELPER

INFORMATION SHEET #2--COOKING UTENSILS AND EQUIPMENT

I. Utensils

A. French knife--Used for chopping, slicing, dicing, and mincing

B. Paring knife--Used for trimming and peeling fruits and vegetables

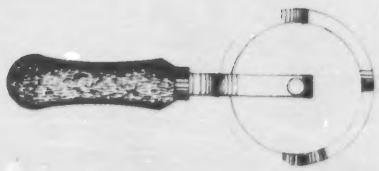
C. Boning knife--Used to remove raw meat from the bone with little waste

D. Butcher knife--Used to section raw meat and cut steaks

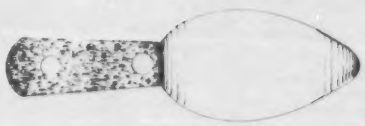
E. Cleaver--Used to chop bones in raw meat

F. Slicer--Used to cut meat, cheese, breads, or other foods.

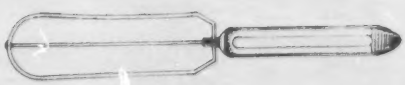
G. Pastry wheel--Used to cut all types of pastry, including pizza



H. Pie or cake knife--Used to cut and serve pies and cakes without breaking pieces

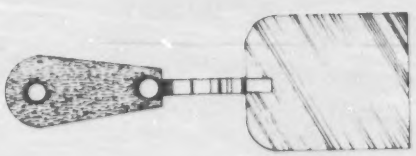


I. Vegetable peeler--Used to peel potatoes and other vegetables



J. Food tongs--Used to pick up and serve foods without touching with hands

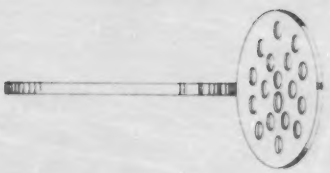
K. Turner--Used to turn hot cakes, hamburgers and other foods while grilling, broiling, or frying



L. Kitchen fork--Used for turning roasts, or broiling steaks, and holding meat while slicing

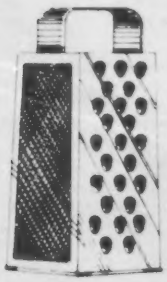
M. Ladle--Used to stir, dip, mix, and serve sauces, dressing, and other liquids in equal amounts

N. Skimmer--Used to serve whole or large, cut vegetables without including liquid



O. Spatula--Used for mixing, spreading , and scraping

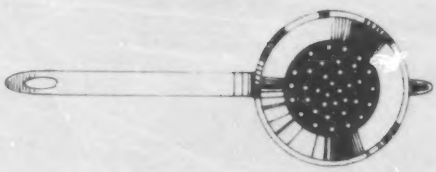
P. Grater--Used to cut food into small particles by rubbing across holes



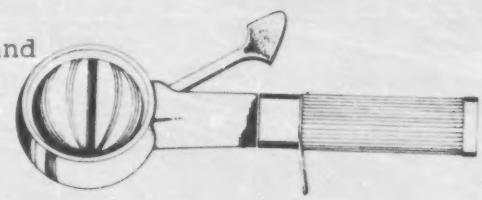
Q. Colander--Used to drain off liquid when washing cooked spaghetti and other foods

R. Whip--Used for whipping gravies, eggs, cream, sauces, and other foods

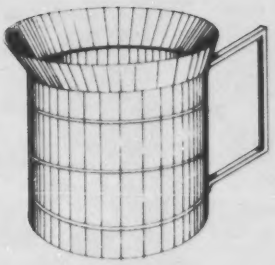
S. Strainer--Used to drain liquids from all kinds of foods



T. Scoop--Used to serve and portion foods, such as ice cream and butter

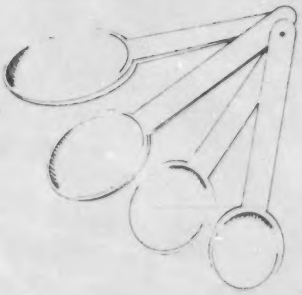


U. Measure--Used to measure liquids and dry ingredients



V. Measuring cups--A set of different-sized cups used to measure liquids and dry ingredients

W. Measuring spoons--A set of different sized spoons used to measure liquids and dry ingredients



UNIT II-D

COOK'S HELPER

COOKING EQUIPMENT AND ATTACHMENTS
ASSIGNMENT SHEET #2

A. Select five utensils and explain how they are used.

B. Make arrangements (with your work station and teacher) to give a demonstration, using five different utensils, in class.

C. Define the following words:

1. paring knife
2. butcher knife
3. slicer
4. pie or cake knife
5. food tongs
6. ladle
7. skimmer
8. spatula
9. colander
10. strainer
11. scoop
12. measuring cup
13. kitchen fork
14. pastry wheel
15. cleaver

D. Write a sentence using 10 of the preceding words. (NOTE: Any 10 words may be used.)

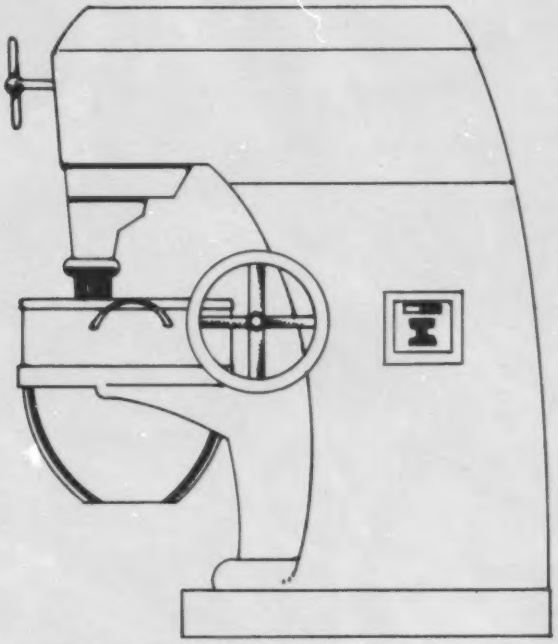
UNIT II-D

COOK'S HELPER

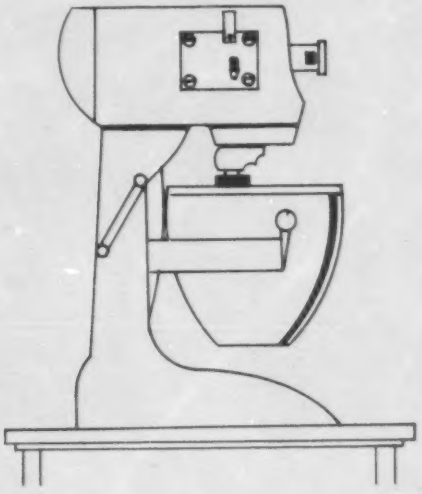
INFORMATION SHEET #3--TYPES OF COMMERCIAL MIXERS AND ATTACHMENTS

I. Types of mixers

A. Floor--30- to 60-quart capacity



B. Bench--12- to 20-quart capacity



II. Attachments

A. Flat Beater

Used for:

1. General mixing
   (CAUTION: Never use for heavy doughs)
2. Mashing Vegetables
3. Blending mixtures, such as pastries
4. Mixing main dishes, such as meat loaf, hamburger, or fish cakes

B. Pastry Knife

Used for:

1. Mixing shortening and flour
2. Mixing all sweet doughs

C. Wire Whip

Used to:

1. Whip air into light mixtures
2. Whip cream
3. Beat egg whites
4. Mix water into dry milk

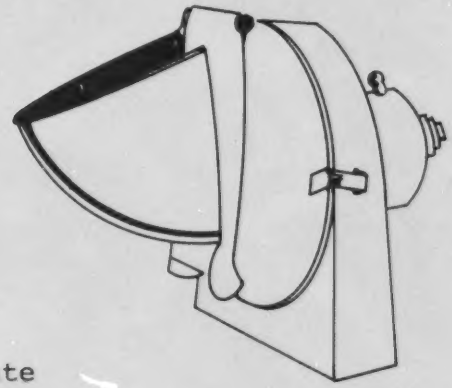
D. Dough Arm

Used for:

1. Mixing heavy doughs
2. Mixing bread dough
3. Mixing noodles

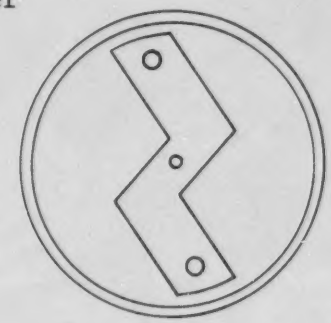
E. Vegetable Slicer

1. Used to slice vegetables
2. Hopper holds vegetables while pushed through the slicer.
   (CAUTION: Do not put fingers into hopper when slicer is moving.)



F. Slicer Plate

1. Used in the vegetable slicer
2. Used to slice vegetables



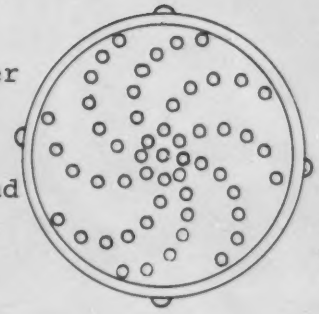
G. Shredder Plate

1. Used in vegetable slicer
2. Used to shred vegetables

H. Meat and Food Chopper with Pusher

Used for:

1. Chopping and grinding raw and cooked meats or vegetables
2. Grating hard cheese



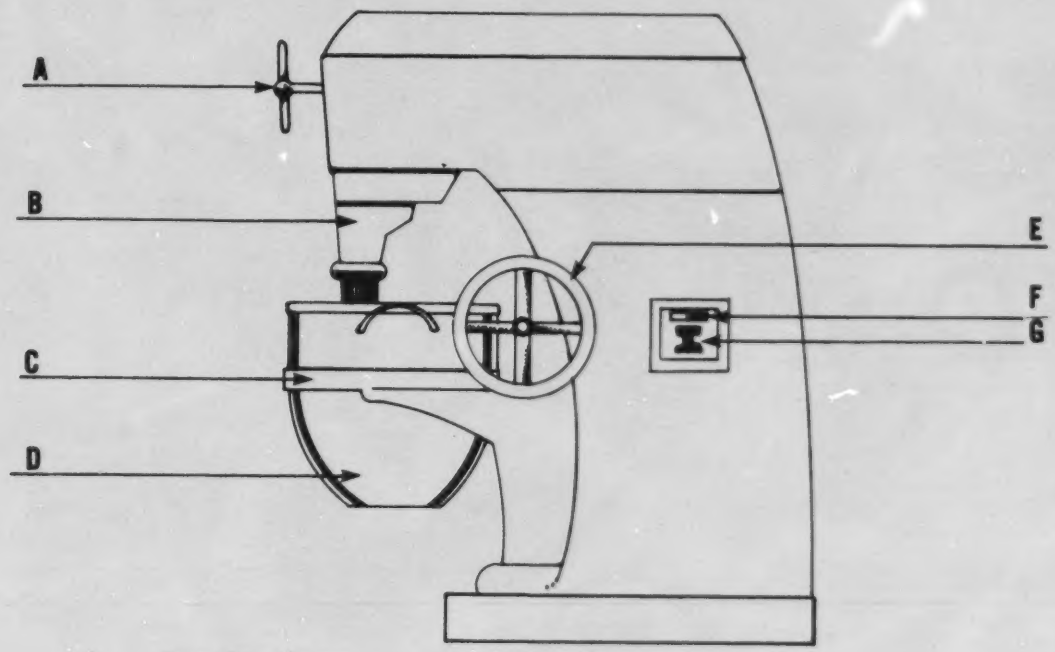
UNIT II-D

COOK's HELPER

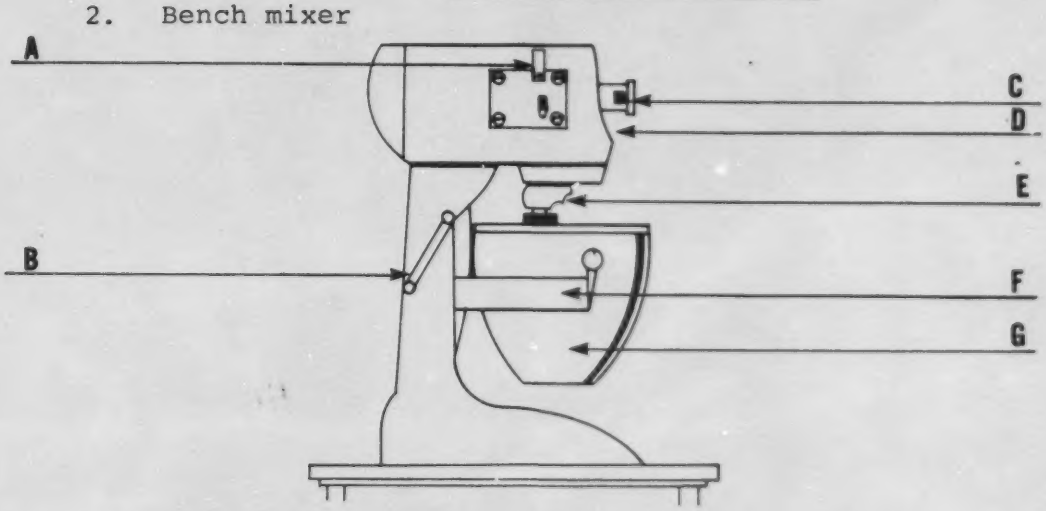
ASSIGNMENT SHEET #3--IDENTIFY COMMERCIAL MIXERS AND ATTACHMENTS

A. Identify the parts of the floor and bench mixers pictured below. Write the correct name in each blank.

1. Floor mixer



2. Bench mixer



B. Explain the uses of five attachments.

1.

2.

3.

4.

5.

C. Select the correct use for each cooking utensil by writing the letters on the right in the correct blank on the left.

____1.	Used to whip air into light mixtures	a.	pastry knife
____2.	Used for mixing heavy dough	b.	dough arm
____3.	Used in a vegetable slicer	c.	flat beater
____4.	Used for mixing all sweet dough	d.	wire whip
____5.	Used for mixing main dishes	e.	shredder plate

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #4--COMMERCIAL
MIXER SAFETY

A. Know how to disconnect the mixer from the power source.

B. Always put clutch lever in the NEUTRAL position before changing speeds on gear driven machines.

C. Motor should be turned off before changing speeds.

D. Always use correct speed for food being mixed.

1. Low speed--Used for heavy mixtures, such as doughs and thick batters

2. Medium speed--Used for cake batter and to mash potatoes

3. High speed--Used for shipping cream, whipping potatoes after mashing, beating eggs, and mixing thin batters
(NOTE: Read instruction for operation of the mixer you will be using.)

E. Select the correct type and size of bowl for the food to be mixed.

F. Be sure to fasten the bowl and beater securely before starting the motor.

G. Prevent spillage by starting the machine at slow speed.

H. Do not put hands or spoons into bowl while mixer is in operation.

I. Always use a rubber spatula or long-handled spoon to scrape down the sides of the bowl and remove batter from beater.

J. Do not attempt to scrape down sides or beater until mixer has stopped completely.

K. Use mixing bowls only.
(NOTE: Do not put mixing bowls in oven or on stove or grill.)

L. Allow motor to cool from time-to-time if mixer is used continuously.

M. Remove beaters and attachments only after motor has stopped.

N. Use bowls large enough to hold food to be mixed without spilling onto floor.

O. Use a splash cover if bowl is over half full.

P. Do not use a bowl too heavy for you to handle yourself unless wheeled equipment is used to mount bowl on mixer.

Q. Should an overload occur, stop the mixer and correct the situation before continuing.

R. Be careful not to drop small utensils into bowl.

S. Do not wear loose clothing that could get caught in moving parts of the mixer.

UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #4--COMMERCIAL MIXER SAFETY

A. Give the three different settings for the commercial mixer and explain their uses.

1.

2.

3.

B. Choose the correct safety rule that best completes the sentence by writing TRUE or FALSE in the blank at the left.

____ 1. Always put the clutch lever in the NEUTRAL position before changing speeds on gear-driven machines.

____ 2. Select the correct type and size of bowl for the food to be mixed.

____ 3. The motor can be left running at a slow speed while changing speeds.

____ 4. To prevent spillage, start the machine at slow speeds.

____ 5. Any type of utensil may be used for scraping the sides of the bowl or beaters to remove the batter.

____ 6. HIGH speed can be used for mashing potatoes.

____ 7. Remove beaters and attachments only after the motor has been stopped.

____ 8. If a small utensil is dropped into the mixing bowl while you are mixing, it is safe to continue.

____ 9. Do not wear loose clothing that could get caught in the moving parts.

____ 10. Should an overload occur, stop the mixer and correct the situation before continuing.

C. Place a circle around the number that correctly states a safety step for the commercial mixer.

1. Know how to disconnect the mixer from the power source.
2. Know how to take commercial mixer apart for repairs.
3. Always use the correct speed for food being prepared.
4. Select the correct type and size of bowl for the food to be mixed.
5. Always keep the motor running while changing speeds on a gear-driven machine.
6. Always fasten the bowl and beater securely before starting the motor.
7. Prevent spillage by watching the ingredient carefully.
8. Do not put hands or spoons into the bowl while the mixer is in operation.
9. Do not use a bowl too heavy for you to handle.
10. Do not wear loose clothing that is dirty.

D. Complete the following sentence by filling in the blank with the correct word that best completes the sentence.

1. The motor speed should be _____ before changing speeds.
2. The three settings for the commercial mixer are _____, _____, and _____.
3. For the proper food mix, select the correct _____ and _____ of bowl to be used.
4. Do not put _____ or _____ into the bowl while the mixer is in operation.
5. Use mixing bowls for _____ only.
6. Use a _____ _____ if the bowl is over half-full.
7. Be sure to fasten the bowl and beaters _____ before starting the motor.
8. Do not wear _____ clothing that could get caught in moving parts of the mixer.

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #5--TYPES OF OVENS AND SAFETY METHODS

I. Electric Oven Operation

A. Turn directional heat control switch to desired heat as needed.

B. Turn switch to ON position.

C. Set thermostat at the desired temperature.

D. Allow the oven to preheat before placing food in the oven. (NOTE: Oven will not preheat any faster when it is set at a higher temperature.)

E. For the proper circulation of heat, place the cooking pans two inches away from walls and doors.

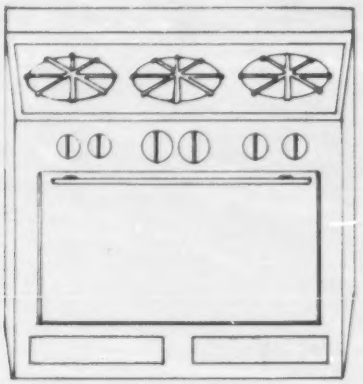
F. To prevent heat escape, close vent control completely.

G. Avoid excessive opening and closing of door to prevent heat loss.

II. Gas Oven Operation

A. Turn on main burner valve.

B. Adjust thermostat to temperature given on recipe.



III. Cleaning

A. Clean exterior surface with warm water and detergent.

B. Clean interior walls with damp cloth.

(CAUTION: Electric and gas ovens must be turned OFF when cleaning.)

C. Clean crumbs from return passage.

IV. Safety

A. If the pilot is out on a gas-operated oven, DO NOT close the oven door. To re-light the pilot, light a match, then turn on the gas.

B. DO NOT rest heavy pans on the door. (NOTE: This may cause the hinges to spring and prevent the door from closing tightly.

V. Microwave Oven Operation

A. Place food in the oven and close the door. (NOTE: No preheat time is necessary.)

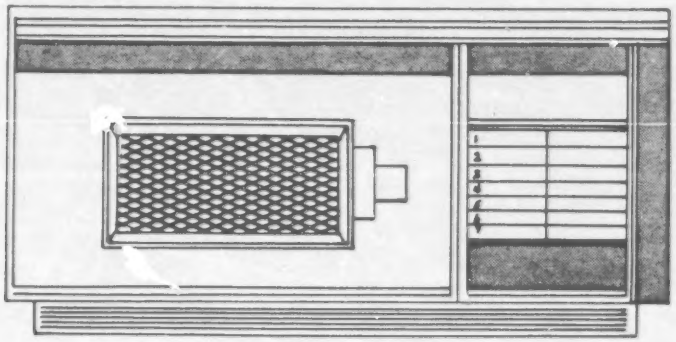
B. Turn power switch to the ON position to heat the unit.

C. Generally, the oven turns off automatically when the time set is completed.

D. Types of food containers to be used in the microwave oven are glass, paper, or ceramic. (NOTE: Check owner's manual or see your supervisor before using any type of container in the unit.)

E. Avoid the use of plastic containers. Some plastics give off bad odors that would affect the taste of the food being prepared.

F. Microwave ovens may be used for reheating and defrosting foods.



VI. Cleaning

A. Be sure the oven is turned OFF.

B. Wipe all metal parts with a clean cloth and a water-detergent solution.

C. Dry with a clean and soft cloth.

VII. Safety

A. Foods such as potatoes, apples, and weiners must be punctured with a fork to prevent them from exploding.

B. A sign must be posted to tell when a microwave oven is in use.

C. DO NOT use plastic or styrofoam containers in unit.

D. DO NOT use metal containers. Metal containers may damage the unit.

UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #5--TYPES OF OVENS AND SAFETY METHODS

A. List the steps for the operation of a gas oven.

B. List the steps for the operation of an electric oven.

C. Make a general list for cleaning all types of ovens.

D. Make a list of the cleaning procedures for ovens used at your work station.

E. List the steps for the operation of a microwave oven.

F. List the steps for cleaning a microwave oven.

G. Make a list of the ovens used at your work station.

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #6--OPERATION OF THE FOOD SLICER AND SAFETY METHODS

I. Food Slicer Parts

A. Food holder

B. Food carriage

C. Blade guard

D. Blade or slicer knife

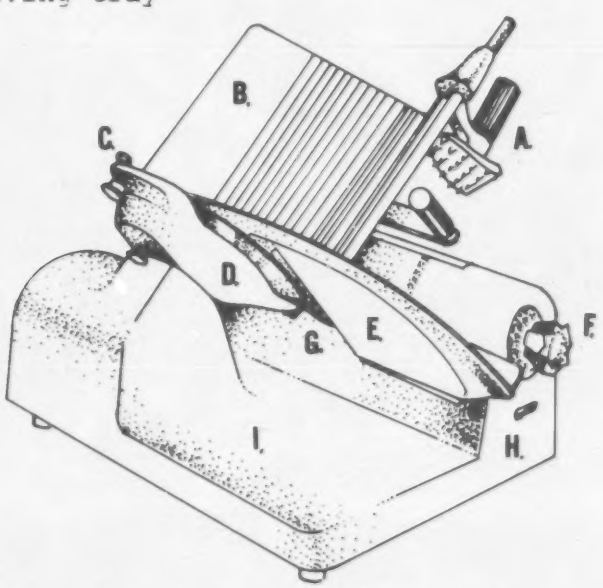
E. Gauge plate

F. Blade control indicator

G. Scrape tray

H. OFF and ON control switch

I. Receiving tray



II. Types of foods sliced on the Food Slicer

A. Meats and vegetables

B. Fruits

C. Cheese

D. Bread

E. Hot or cold foods

III. Safety and maintenance

A. Always use manufacturer's manual for complete instructions.

B. When cleaning a slicer, do not allow water to come into contact with motor.

C. The blade guard should be used at all times.

D. Keep your hands away from the blade when the machine is in operation.

E. Keep the machine unplugged when not in use.

F. Adjust the machine with dry hands.

G. When cleaning the machine, the switch is at the OFF position and the plug is pulled out.

H. Be sure the cord is dry and grease-free.

I. Hot water is not to be used to clean the slicer.

J. Keep the blades sharp.

IV. Daily Care and Cleaning Procedures

A. Remove the electric cord from the socket.

B. Set the blade control indicator at zero (0).

C. Wipe the gauge plate with a hot detergent solution, rinse, and dry.
(CAUTION: Be careful when cleaning the blades.)

D. Wash the blade guard in a hot detergent solution, rinse, and dry.

E. Wash the other parts in a hot detergent solution, wash, and dry.

F. Wash all of the surface with a hot detergent solution.

G. Replace parts

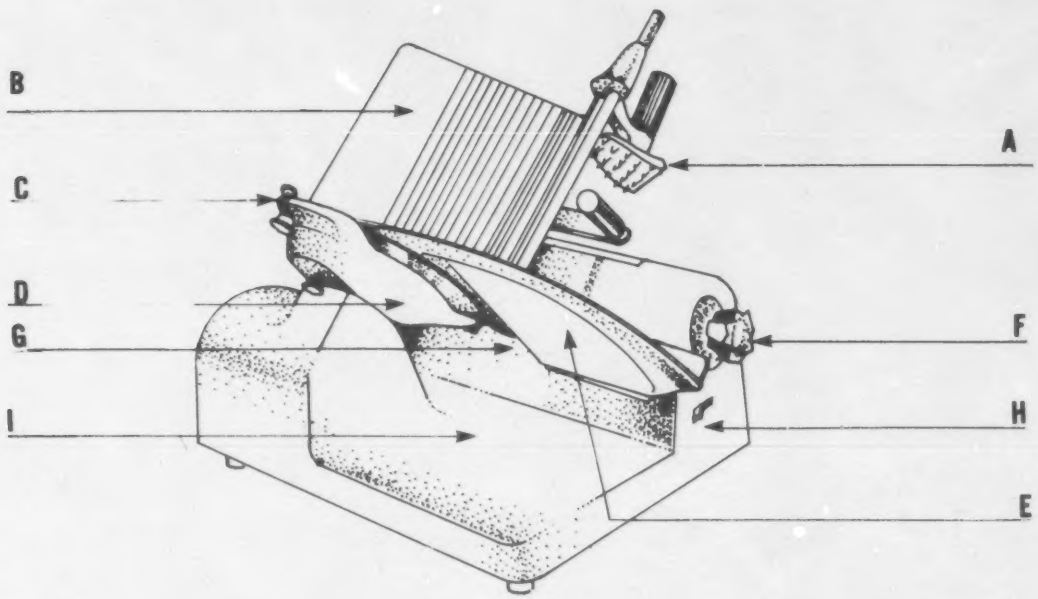
H. Cover with plastic or a clean towel.

UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #6--OPERATION OF THE FOOD SLICER AND SAFETY METHODS

A. Identify the different parts of the food slicer on the drawing below.



B. Select the correct answer by writing TRUE or FALSE in the blanks.

____1. When cleaning the slicer, do not allow water to come into contact with the motor.

____2. The blade guard should be used at all times.

____3. Always consult the manufacturer's instruction guide for complete instructions.

____4. Keep the machine unplugged when not in use.

____5. The slicer may not be used to slice hot or cold foods.

____6. The slicer may be used to slice fruits, vegetables, and meats.

____7. You can clean the slicer with the water running if you are careful.

____8. Sharp blades are not important.

____9. Hot water may be used to clean the slicer.

___10. It doesn't matter if the cord has water or grease on or about it.

C. Select the best answer by choosing the correct letter from the statement below.

____1. Always use the manufacturer's manual for

(a) complete instructions

(b) reading pleasure

(c) confusion

(d) something to do

____2. The blade guard should be used

(a) for shaving

(b) at all times

(c) for insurance

(d) safety

____3. The commercial slicer may be used for

(a) slicing meats

(b) fruits

(c) vegetables

(d) all of the above

____4. To clean the slicer, set the blade indicator at

(a) zero

(b) the OFF position

(c) the receiver tray

(d) none of the above

____5. To wash the blade guard, immerse it in

(a) a powerful cleaning solution

(b) cold water

(c) hot detergent

(d) strong coffee

____6. When cleaning a slicer, do not allow water to come into contact with

(a) your hands

(b) the motor

(c) soapy water

(d) sand

____7. When the cleaning of the slicer is completed, cover it with

(a) plastic or a clean towel

(b) dirt

(c) grease

(d) water

____8. Keep your _____ away from the blade guard when the machine is in operation

(a) plate

(b) bread

(c) hands

(d) napkin

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #7--COOKING METHODS

I. Broiling

Broiling is a popular method of dry heat cooking which is done by direct heat over coals, such as charcoal or briquettes, under a gas flame, or electrical units.

A. Operation of a gas or electric broiler

1. Preheat 15 minutes before cooking time

2. Marinate, dip, or brush meat with oil and/or seasoning before placing the food on the grill.

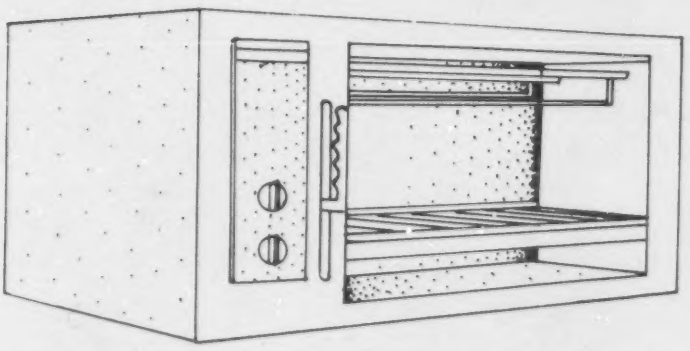
3. Check for dryness by light pressure with the finger.

   (NOTE: Moisture should appear on the meat as pressure is applied.)

4. Pull the grill out and place the meat on the grill.

   (NOTE: The heat is above the grill on most broilers except charcoal type.

5. The meat must be turned during the cooking process so both sides are cooked.



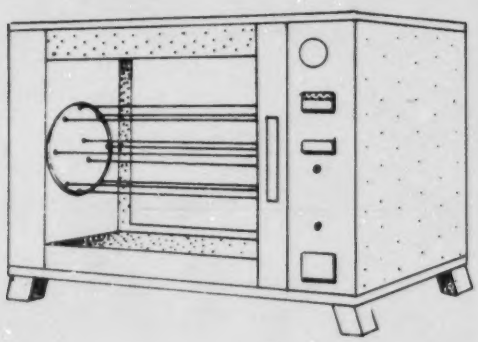
6. Do not over-cook meats on a broiler because they will become dry and lose their natural flavor, juices, and nutritional values.

7. If the broiler is gas-fired, the ceramic brick-type elements should be preheated until they are hot.

8. Oil on the meat prevents sticking, dryness, and cracking while also giving the surface a good color.

9. Leave the broiler on low heat when cooking is completed so it will be ready to use if needed again.

10. Rotisserie broilers are used by some restaurants where barbecued foods are served.



C. Accessory tools and equipment for the broiler

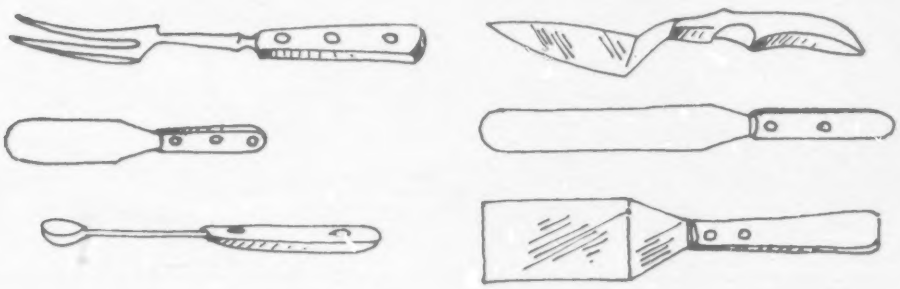
1. A large turning fork is used for turning meats.

   (NOTE: Care must be taken to insert the fork only slightly at the edge of the meat. This prevents the bleeding of the natural juices.

2. The spatula is used for soft meats or other soft foods.

3. A pan is used to hold oil for dipping meat before placing on the grill.

4. An empty pan is used for partially cooked meats that will be returned to the broiler to finish cooking.



II. Cooking on the grill

Grilling is a way of cooking on a solid surface where the meat, eggs, fish, vegetable, breads, or pancakes are cooked but not exposed to an open heat.

A. Operation of the grill

1. Season the grill before using.

2. Cook the food as ordered by the customer.

3. Temperatures should be between 350°-400°.

B. Maintenance of the grill

1. Cleaning the grill

   a. Allow the grill to cool.

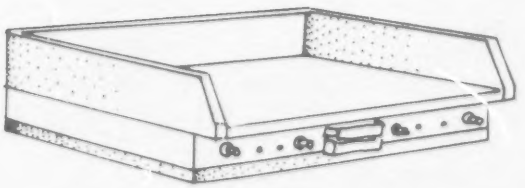
   b. Scrape the surface with a stiff metal scraper or spatula.

   c. Clean the grill with a grill or pumice stone.

   d. Wash the grill with a damp cloth and dry it with paper towels, cloth, or burlap.

2. Season the grill
   a. Preheat to 300°.
   b. Use a clean, dry cloth to spread a light coat of unsalted coating oil over the grill.
   c. Let the oil stand for approximately 12 minutes.
   d. Wipe the grill clean.
   e. Repeat the process until the surface of the grill is slick.
   f. Wipe off the excess cooking oil.
   g. If dull spots occur after cooking, wipe the surface with an oiled cloth until the grill shine returns.
3. Cleaning of the grease tray, drawer, or trap
   a. Remove the tray and empty the grease.

      (CAUTION: Never allow the tray to become over half-full. It is a fire hazard.)
   b. Wash in a hot detergent solution.
   c. Dry with a clean cloth.
4. Cleaning stainless steel areas
   a. Wipe off controls, stainless steel and chrome surfaces with a damp cloth and mild detergent solution or a vinegar and water solution.



III. Cooking with the deep fat fryer

Deep fat frying is a method of cooking foods by putting them in a very hot fat. Foods fried using this method are referred to as French Fried on the menu.

A. Operation of the deep fat fryer

1. Turn the fryer on and set the temperature control at 350°.

   (NOTE: This is the temperature where the fat should be held.)

2. Select the proper temperature for foods to be fried.

   (NOTE: Generally, all foods are fried from 350° to 400°.)

3. Drain off excess moisture from foods that have been soaking in water before frying.

   (CAUTION: Hot grease and water are explosive!)

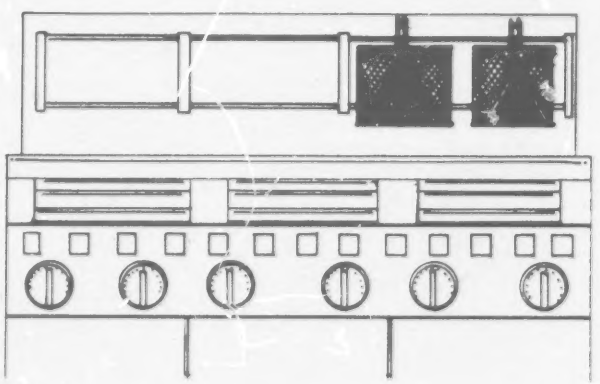
4. Remove excess breading from food before placing in fryer.

   (NOTE: This can be done by simply shaking. This prevents the loose crumbs from falling into the fat.)

5. Lower the baskets into the grease and cook until the basket automatically lifts or the bell rings to signal the end of the frying cycle.

6. Drain the remove the food items to an open holding container or to a serving dish.

   (NOTE: A closed holding container will make some foods soggy and greasy.)



B. Selection of fats and oils

1. Type of frying mediums (fats or oils)

a. Lard

b. Rendered beef fats

c. Vegetable shortenings

d. Vegetable oils

2. Quality of mediums

a. Have high smoke point

b. Do not pass on the flavors of different foods.

(NOTE: peanut oil or corn oil is an excellent medium.)

C. Care of frying mediums (fats or oils)

1. Place oil in a clean frying unit.

(NOTE: Most deep fat frying units will hold from 20 to 50 pounds of shortening.)

2. Heat the oil slowly.

(NOTE: Oil will expand as it is heated.)

3. The level must be kept between the "refill" and "full" marks.

4. Remove the pieces of batter or breading material that have come loose in the fryer by a slot spoon.

(NOTE: If they are left in the oil, this will cause the fat to discolor and take an unpleasant flavor.)

5. Drain and filter the oil daily.

(This prolongs the life of the oil.)

6. Add new oil to maintain the correct level in the fryer.

(CAUTION: If the oil gets below the heating elements, this is a potential fire hazard.)

7. Dark and strong-smelling oils will not hold hold a constant frying temperature.

D. Maintenance of the deep fat fryer

1. The area around the fryer must be kept clean and free of grease.

   (NOTE: This may be done keeping the controls, stainless steel, and chrome surfaces wiped clean with a mild detergent solution or a vinegar and water solution while in use.)

2. To clean the fryer you should:

   a. Turn the unit OFF.

   b. Filter the warm fat.

   c. Scrub the heating elements with a soft brush.

   d. Fill the unit with water and detergent and bring the solution to a boiling point.

      (NOTE: The solution should boil for 15-20 minutes.)

   e. Drain the detergent solution.

   f. Fill the unit with water and add 1/2 to 1 cup of white vinegar to neutralize the solution, and bring to a boil.

E. Breading the food for deep frying

1. Keep the right hand dry.

2. Take a piece of fish or chicken in left hand.

3. Place in the pan of flour, coating all sides with flour, lift from the pan, and shake off the excess.

4. With the left hand, place the food item into an egg wash and turn the items over several times to make sure there are no dry parts.

5. With the right hand, coat the food item with crumbs and place in the pan, ready for frying.

F. The purpose of breading

1. It improves eye appeal.

2. It adds to the taste.

G. Types of materials used on breading

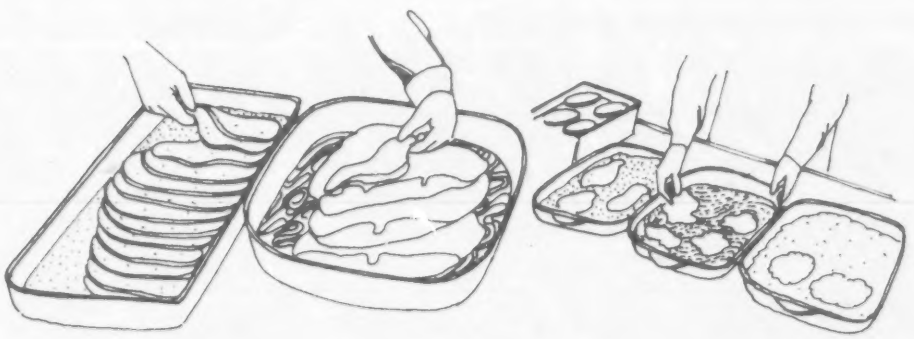
1. Bread crumbs

2. Corn flakes

3. Cornmeal

4. Flour

5. Crackers



(NOTE: Foods should not be breaded too far in advance of the cooking time. Moist items such as fish will become watery if they are breaded too early. Dry foods will become dryer if they are breaded too far in advance.

H. Factors of fat absorption

1. The quality and condition of the fat or oil.
2. The fat or oil temperature (too low temperature)
3. Cooking time (cooking too long)
4. Food composition
5. Exposed surface area

I. Cooking advantages from deep fat frying

1. It adds color and variety to the menu.
2. It is popular with the customer.
3. The process is suitable to low-cost food items.
4. The actual cooking time is short.

J. Food items suitable for deep frying

1. Chicken
   a. Breast
   b. Legs
   c. Wings
   d. Croquettes
2. Beef
   a. Veal cutlets
   b. Ground meats
   c. Croquettes
3. Seafood
   a. Clams
   b. Shrimp
   c. Oysters
   d. Codfish
   e. Halibut
   f. Lobster
   g. Haddock
   h. Scallops

4. Vegetables
   a. Egg plant
   b. Zucchini
   c. Potatoes
   d. Green tomatoes
   e. Onions
5. Fruits
   a. Apples
   b. Bananas
   c. Pineapples
6. Breads
   a. Hush puppies
   b. Fried pies

IV. Cooking Meats

The cooking of meats is done by using one of three different methods: (1) dry heat (2) moist heat (3) sautéing or frying.

A. Methods of Cooking Meat

1. Dry heat

   a. Roasting--The meat is cooked in an oven and not covered.

   b. Broiling--The meat is exposed to the flame.

   c. Pan broiling--The meat is cooked in a frying pan with no cover and no fats.

2. Moist heat

   a. Braising--The meat is cooked at a low temperature in a small amount of liquid in a covered container.

   b. Steaming--The meat is generally cooked under steam.

   c. Cooking in a liquid--The meat is covered with a liquid and simmered until tender.

3. Frying

a. Sautéing--The meat is cooked in a frying pan with a small amount of fat (or oil) without any type of covering.

b. Grilling--The meat is cooked on a hot grill.

c. Deep fat frying--The food is completely submerged in hot fat.

B. How to cook meats

1. Roasting

a. Season--The meat item can be seasoned the day before to give the seasoning a chance to penetrate the meat.

b. Place the meat in a pan with the fat side up.

(NOTE: This allows the fat to baste the meat while cooking.)

c. Preheat oven to 375°. Allow meat to brown.

(NOTE: This gives a better flavor to the meat. DO NOT sear the meat.)

d. Garnish--After browning, onions, celery, and carrots may be added for flavor.

e. Add water--A small amount of water will help keep the drippings from evaporating.

f. DO NOT cover the roast.

g. Reduce temperatures to 325°-350°.

(NOTE: Lower temperatures reduce shrinkage.)

h. Turn the roast if desired.

1. Rib roasts are turned only once.

2. Boneless roasts are turned often to prevent dryness.

3. Baste the roast when it is turned.

i. Roasting time depends on:

1. The kind of meat

2. Oven temperature

3. The degree of doneness desired (well, medium, rare)

4. The quality of meat (prime, choice, good)

2. Broiling

a. Turn the heat or flame to the highest point.

(NOTE: Adjusting the distance of the meat from the flame will determine the temperature.)

b. Marinating the meat will eliminate sticking and will improve the appearance.

(NOTE: DO NOT salt the steaks until after you finish broiling them; salt will draw the juices away from the meat.)

c. Place the meat in a hot broiler.

d. Broil the side closest to the flame until brown.

(NOTE: The steak should be half-done.)

e. Turn the meat.

(NOTE: This should be done only once.)

f. Serve on hot plates or platters.

3. Pan broiling

a. Season the meat on both sides.

b. Place the meat in a frying pan.

(NOTE: Add no fat to the pan.)

c. DO NOT cover.

(NOTE: Covering will cause steam to develop.)

d. Brown both sides.

e. Cook at a moderate temperature (325° to 350°)

(NOTE: This will prevent the meat from browning too much.)

f. Remove any fat that appears.

g. DO NOT add liquid.

h. Cooking time depends on:

(1) the cut of meat

(2) the kind of meat

(3) the quality of meat

(4) the thickness of meat

(5) how the meat is to be cooked

Examples: Rare, medium, and well-done.

4. Braising

a. Place the meat in the braising pot.

b. Season the meat.

c. Brown the meat completely.

(NOTE: The meat will develop a richer color and a better flavor.)

d. Add a liquid until the meat is covered with the liquid.

e. Cover during the cooking.

f. Cook at a low temperature (250°).

g. Cook until tender.

5. Cooking in a liquid.
   a. Cover the meat with a liquid.
   b. Season the meat.
   c. DO NOT cover.
   d. Add garnish.
   e. Simmer the meat at 200°.
   f. Cooking time depends on the degree of doneness or tenderness desired.
6. Stewing
   a. Cut the meat into cubes about 1" square.
   b. Season the meat.
   c. Brown the meat.
   d. Cover the meat with a liquid.
   e. Cover the stew pot.
   f. Cook at a low temperature (250°).
   g. Add vegetables when the meat is 3/4 done.

      (NOTE: When the vegetables are precooked and added at the last minute, the stew has a better appearance.)
   h. Cooking time will be determined by the tenderness of the meat.
7. Sautéing
   a. Season the meat.

      (NOTE: This should be done before the cooking to enrich the flavor.)
   b. Cover the meat with flour.
   c. DO NOT cover.
   d. Brown the meat on both sides.

      (NOTE: Use a small amount of fat.)
   e. Cook at a moderate temperature (325° to 350°).
8. Deep fat frying
   a. Turn on the fryer and set the temperature at 350°.
   b. Bread the meat.
   c. Shake off the loose breaded materials.
   d. Fry until golden brown.
   e. Drain off any excess grease.

V. Cooking Vegetables

Vegetables contain valuable nutrients, such as minerals and vitamins, which are needed for good health. The right cooking method gives vegetables the most attractive appearance and flavor, while keeping the highest amount of vitamins and minerals.

A. Types of Vegetables.

1. Green--these vegetables contain chlorophyll, which makes the vegatable green.

2. Yellow--these vegetables receive their color from carotene, which the body turns into vitamin A.

3. Red--these vegetables and fruits receive their color from a substance called anthocyanin.

4. White--these vegetables contain a pigment called flavones.

B. Methods of cooking vegetables

1. Boiling

a. Cut the vegetable into large and equal sized pieces.

(NOTE: This prevents the loss of vitamins and minerals and this assures that each piece will be cooked the same way.)

b. Use a small amount of salted cooking water.

(NOTE: The salt adds flavor and it keeps the vegetables from breaking up. Water should be brought to a boil before adding the vegetables. This will reduce the cooking time.)

c. Bring the water back to a boil after adding the vegetables to the cooking pan.

d. Cook vegetables only until they are tender, but crisp.

(NOTE: To test for tenderness, use a fork and apply a small amount of pressure.)

e. Drain before serving.

f. Keep the drained liquids for gravies, soups, and sauces.

(NOTE: Vegetable liquids contain vitamins.)

g. Serve the vegetables as soon as possible.

(NOTE: The best way to serve vegetables is from the pot--to the plate--to the table before losing any heat.)

2. Baking

a. Select vegetables such as potatoes or squash that are uniform in size.

(NOTE: This is so all of the vegetables will finish cooking at the same time.)

b. Wash and scrub well.

c. Bake the vegetables until they are tender.

3. Steam Pressure

a. Frozen foods

(NOTE: Cooking is faster and there is less shrinkage with pressure.)

(1) Thaw until foods can easily be separated.

(NOTE: Loose-packaged frozen vegetables do not require thawing.)

(2) Cook in small amounts.

(NOTE: Generally no more than 5 pounds at a time.)

(3) Cook under 5 pounds of pressure until the vegetable is tender.

(NOTE: The exact cooking time will depend upon the quantity of vegetables cooked.)

(4) Add the seasoning after cooking.

(NOTE: butter, salt, pepper.)

(5) The yield of 5 pounds of frozen vegetables is approximately 25 three-ounce servings.

b. Fresh Vegetables

(1) The preparation of the vegetables is done by cutting into the desired size.)

(2) Cook in small amounts.

(3) Cook under 5 pounds of pressure until the vegetables are tender.

(NOTE: The exact cooking time will depend on the variety, ripeness, and size of the vegetable.)

(4) Drain the liquid from the cooked vegetables.

(NOTE: Save the liquid for soups, gravies, and sauces.)

(5) Add the seasoning to vegetables after cooking.

(6) Ten pounds of fresh vegetables will yield approximately 50 three-ounce servings.

4. Frying

a. Gives a crisp texture to vegetables.

b. Some fried vegetables may be breaded or dipped into batter.

c. Some vegetables are partially cooked and then finished by frying.

d. Vegetables that deep fry well are:

VEGETABLE	PREPARATION
(1) Asparagus	- boiled first, battered or breaded
(2) Carrots	- boiled first, battered or breaded
(3) Cauliflower	- boiled first, battered or breaded

(4) Corn-on-cob - fried

(5) Egg plant - battered or breaded

(6) Onions - battered

(7) Potatoes - fried

(8) Squash - parboiled first

(9) Tomatoes - battered or breaded

(10) Zucchini - battered or breaded

(11) Okra - battered or breaded

UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #7--COOKING METHODS

A. List the steps for operating a broiler.

B. Select the correct answer by writing TRUE or FALSE in the blanks to the left for the following statements.

_____ 1. A large fork is used for turning the meat.

_____ 2. The fork may be inserted into the meat any place.

_____ 3. A spatula is used for soft meats or fish.

_____ 4. A pan is used to hold oil or meat drippings.

____ 5. The empty pan is used for fully cooked meats.

____ 6. Broiling forces the meat towards the heat source.

____ 7. Over-cooking meats on a broiler will cause them to lose their natural flavors.

____ 8. Oil on meats can cause sticking and dryness.

C. Select the best answer by choosing the correct letter from the multiple choices below.

____ 1. When operating a grill you should
(a) ask for help (b) bring the temperature between 350°-400° (c) just start cooking
(d) check the menu.

____ 2. In cleaning the grill (a) allow it to cool (b) clean it with a pumice stone (c) wash it with a damp cloth, then dry (d) all of the above.

____ 3. To season the grill means (a) letting the grill age (b) adding spices to the grill (c) preparing the grill for operation (d) giving the grill a holiday.

____ 4. To clean the grill (a) remove the tray and empty the grease (b) wash and dry the grill (c) throw hot water on the grill (d) both a and b (e) both b and c.

____ 5. Avoid using cleaning materials that (a) you don't like (b) don't smell good (c) may scratch or mar the surface of the grill (d) none of the above.

D. Give the correct answer by filling in the blanks below.

1. Turn the fryer on and set the temperature at ____°
2. Select the proper _____ for foods to be fried.
3. Drain the _____ moisture off foods that have been soaking.
4. Remove excess _____ before placing into the fryer.
5. Fill the baskets no more than _____ full.
6. Lower the baskets into the _____ and cook until the bell rings.
7. _____ and remove the foods to an open holding container or to a serving dish.

E. Answer the following TRUE or FALSE.

_____ 1. The area surrounding the fryer must be kept clean.

_____ 2. To clean the fryer, you must turn it off.

_____ 3. To scrub the unit, any type of brush can be used.

_____ 4. In boiling the water and detergent solution, it should be boiled for one (1) hour.

_____ 5. After the fryer is cleaned out, fill it with clean, filtered oil.

F. List the types of materials used for breading.

1.

2.

3.

4.

5.

G. Select the correct answer by choosing the correct letter from the questions below.

____ 1. A factor of fat absorption is (a) the quality and condition of fat or oil (b) how long you breaded the food item (c) how dry the food is before frying (d) none of the above.

____ 2. An advantage of deep fat frying is (a) low cost (b) the short cooking time (c) it lends color and variety to the menu (d) all of the above.

____ 3. Food items that are suitable for deep fat frying are (a) tree bark berries (b) chicken feet (c) croquettes (d) a loaf of bread.

____ 4. Some food items that regularly deep fried are (a) chicken (b) beef (c) seafood (d) all of the above.

____ 5. Some vegetables that are deep fat fried are (a) potatoes (b) green beans (c) red tomatoes (d) kelp.

____ 6. Foods should not be breaded too far in advance because
(a) it will make you late for the dance
(b) it can make moist items too watery
(c) it can make a mess of your kitchen
(d) it can give you a headache.

____ 7. Fruits that normally deep fried are (a) apple (b) bananas (c) pineapples (d) all of the above.

____ 8. Fried halibut is considered (a) fried seafood (b) fried chicken (c) fried beef (d) fried vegetables.

____ 9. Another factor of fat absorption is (a) how large the food item is (b) cooking time (c) how much bread is on the food item (d) how moist the food item is.

____ 10. Bread items that are deep fried are (a) zucchini (b) scallops (c) hushpuppies (d) croquettes.

H. Select the correct answer by placing the correct letter in the blanks on the left from the list on the right.

____ 1.	roasting	A. Dry heat
____ 2.	braising	B. Moist heat
____ 3.	pan boiling	C. Frying
____ 4.	sautéing	
____ 5.	grilling	
____ 6.	braising	
____ 7.	steamed	
____ 8.	broiling	
____ 9.	cooking in a liquid	

I. List the steps for broiling meat.

1.

2.

3.

4.

5.

J. List the five variables that determine cooking time.

1.

2.

3.

4.

5.

K. Select the correct answer by writing TRUE or FALSE for the following statements.

____ 1. For braising meat, you need to place the meat in a braising pot.

____ 2. A cover is placed over the pan while braising the meat.

____ 3. Usually the braising of meat is done at 450°.

____ 4. Cooking in a liquid is done without seasoning.

____ 5. A cover is placed over the pan while cooking in liquids.

____ 6. The meats are usually simmered at 300°.

____ 7. Stew meat is cut into cubes.

____ 8. Vegetables are added to the stew when the meat is 3/4 done.

____ 9. The cooking temperature for stew is usually 250°.

____ 10. A cover is placed over the stew pot while making stew.

L. List the different types of vegetables.

1.

2.

3.

4.

M. List the different methods for cooking vegetables.

1.

2.

3.

4.

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #8--READING MEASUREMENTS

Most recipes are given by weight, but some are given by measures. The most common measures used are: teaspoon, tablespoon, cup, pint, quart, and gallon. These terms are usually abbreviated in the recipe. The following tables will help you to become familiar with the terms, their abbreviations, and various measurements in relation to other measurements.

I. Methods of measuring

A. Abbreviations For Recipes

Tsp. or t	Teaspoon
Tbsp. or T	Tablespoon
Pt.	Pint
Qt.	Quart
Gal.	Gallon
Oz.	Ounce
Lb.	Pound
Bch.	Bunch

B. Equivalent Measurements

1 Pinch	1/8 Teaspoon (approx)
3 Teaspoons	1 Tablespoon
16 Tablespoons	1 Cup
1 Cup	1/2 Pint
2 Cups	1 Pint
2 Pints	1 Quart
4 Quarts	1 Gallon
16 Ounces	1 Pound
1 Pound (water)	1 Fluid Pint
2 Pounds (water)	1 Fluid Quart
1 Dozen	12 Pieces

C. Scoop or dipper sizes and approximate weights

Scoop or dipper size	Approx. weights
8	5 ozs.
10	4 ozs.
12	3 ozs.
16	2 to 2 1/2 ozs.
20	1 2/3 ozs.
24	1 1/2 ozs.
30	1 1/4 ozs.
40	1 oz.

D. Scoop or dipper sizes and approximate measures

Scoop or dipper No.	Level measures
8	1/2 cup
10	2/5 cup
12	1/3 cup
16	1/4 cup
20	3 1/5 tablespoons
24	2 2/3 tablespoons
30	2 1/5 tablespoons
40	1 3/5 tablespoons

E. Common can size and approximate weights and measurements

Size	Approx. Contents	Approx. Measurements	Products
No. 10	6 1/2 to 7 lbs.	3 qts.	fruit-vegetables
No. 5	2 to 3 lbs.	1 qt.	fruit juices, soups, minced clams
No. 2½	1 lb. to 12-14 ozs.	3 1/2 cups	fruit-vegetables
No. 2	1 lb. 4 oz.	2 1/2 cups	juices, soups, fruits
No. 303	1 lb.	1 pt.	fruits, soups, vegetables
No. 300	14-16 ozs.	1 3/4 cups	pork and beans, cranberry sauce, blue berries

F. Substituting one can size for another

1 No. 10 Can	4 No. 2 1/2 Cans
1 No. 10 Can	7 No. 303 Cans
1 No. 10 Can	5 No. 2 Cans
1 No. 10 Can	2 No. 5 Cans

II. Terms and definitions

The following terms and definitions will help the cook's helper to become familair with the proper word meanings in dealing with food preparation.

A. Container--A box, can, jar, or anything used to hold things.

B. Cup--A unit of measurement for 1/2 pint or 16 tablespoons.

C. Dry--Not wet or sticky.

D. Graduated measuring cups--Measures that have markings indicating cups or parts of cups.

E. Level--To make flat.

F. Liquid--Anything that flows or pours and is wet.

G. Measurement--Finding the size or how much there is of something.

H. Measuring spoons--Spoons that will contain a certain amount

I. Metal--Smooth and shiny such as tin, but not glass, paper, wood, or plastic.

J. Ounce--A unit of measurement that is equal to 1/16th of a pound.

K. Pint--A unit of measurement that is equal to 2 cups.

L. Pound--A unit of measurement that is equal to 16 ounces.

M. Preparation--The steps involved in making something.

N. Quart--A unit of measurement that is equal to 2 pints.

O. Ring--A round utensil or tool.

P. Scale--A piece of equipment used to measure weight.

Q. Scoop--A small utensil used for dipping soft foods.

R. Spatula--A utensil with a long flexible blade; used to turn soft foods such as fish and eggs.

S. Tablespoon--A unit of measurement that is equal to 3 teaspoons.

T. Teaspoon--A unit of measurement that is equal to 1/3 of a tablespoon.

U. Weights--Measures of different sizes used on a scale when weighing foods.

V. Weight indicator--The part of the baker's scale that shows the weight of the items being measured.

W. Weighing platforms--The parts of the baker's scale that holds the weights on one side while the other holds the food item being weighed.

III. Equipment used in measuring

A. Baker's scale

1. Place the weight indicator at zero on the scaled brass beam, which indicated in ounces, up to one pound.

2. Center the scoop on the left hand platform.

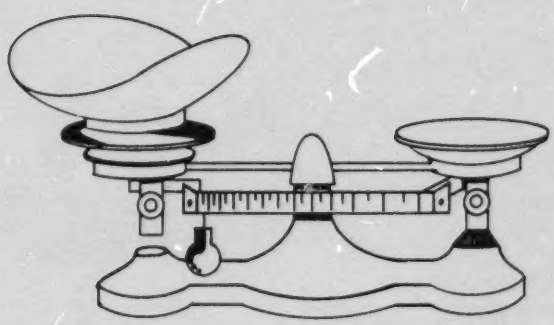
3. Balance the scoop by placing the proper weight on the right hand platform.

(NOTE: The weights are used to balance the two platforms.)

4. The ingredients that are to be weighed are placed in the scoop on the left-hand platform.

5. Move the weight indicator on the brass beam to the right until the two platforms are balanced.

6. When weighing procedure has been completed, remove the ingredients that are being weighed and return the scales to a balanced position.

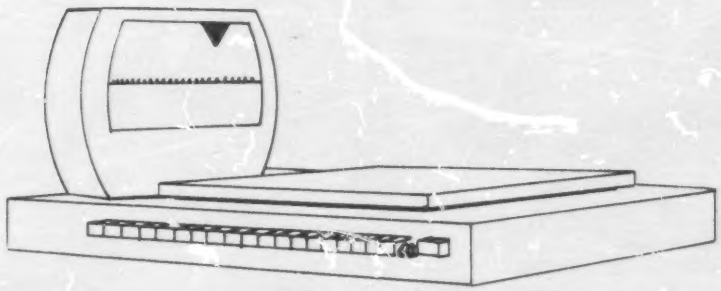


B. Portion scale

1. Place the weight indicator in the groove along the scaled beam for the desired amount of food.

2. Place the product on the scale tray.

3. Check the weight arrow to see if the food portion needs to be increased or decreased.



UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #8--READING MEASUREMENTS

A. Select the correct measurement abbreviation by writing the correct letter in each of the blanks provided below

____	1. 1 lb. to 12-14 oz. can	A. Tsp.
____	2. Quart	B. Gal.
____	3. 1 2/3 oz.	C. Qt.
____	4. 1 Quart	D. Bch.
____	5. teaspoon	E. 2 Pints
____	6. 1 lb. can	F. 1 Pinch
____	7. bunch	G. Dipper Size 20
____	8. 1 3/5 teaspoons	H. Dipper Size 40
____	9. 1/8 teaspoon	I. No. 303 Can
____	10. gallon	J. No. 2 1/2 Can

B. List the equivalent measurements (EX: 1 cup-1/2 pint)

1. 1 pinch
2. 1 quart
3. 2 pounds
4. 16 ounces
5. 4 quarts
6. 1 pint
7. 16 tablespoons
8. 1 tablespoon
9. 1 fluid ounce
10. 12 pieces

C. Define the following terms.

1. cup
2. liquid
3. liquid measuring cup
4. dry
5. level
6. weighing platform
7. tablespoon
8. spatula
9. measuring spoon
10. pound
11. scoop
12. ring
13. quart
14. teaspoon
15. measurement

D. Select the correct answer by writing TRUE or FALSE for the following statements.

____ 1. Place the weight indicator at zero.

____ 2. Center the scoop on the right hand platform.

____ 3. Balance the scoop by placing the weights on the platform.

____ 4. Weights are placed in the scoop to the left hand side.

____ 5. After weighing, return the scale to the balanced position.

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #9--READING LABELS

I. Purpose of labels
   A. For identification
   B. To show contents
   C. To list pricing
   D. Required by federal law

II. Information found on labels
   A. Brand name
   B. Product name
   C. Product ingredients
   D. Weight
   E. Lot number
   F. Expiration date
   G. Manufacturer's name and address
   H. Grade identification
   I. Nutritutional value

   (NOTE: These usually are given if specific claims are made.)

III. Government agencies that regulate labeling

A. The Food and Drug Administration (FDA)

B. The United States Department of Agriculture (USDA)

IV. Types of grades on labels

1. A - Superior quality
2. B - Above average quality
3. C - Minimum standard
4. Substandard - Inferior quality

UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #9--READING LABELS

A. List the different ways labels are used.

1.
2.
3.
4.

B. Bring to class examples of labels and explain what information is displayed. List these below.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

C. List the kinds of information found on labels.

1.
2.
3.
4.
5.
6.
7.
8.
9.

D. List the agencies that regulate labeling and give their grades.

1. Agencies

   a.

   b.

2. Grades

   a.

   b.

   c.

   d.

UNIT II-D

COOK'S HELPER

INFORMATION SHEET #10--GENERAL CLEANING

"Sanitation is the way of life." This statement by the National Sanitation Foundation means that sanitation is the quality of living that is expressed in the clean home, farm, business and industry, neighborhood, and community.

I. Goals of Sanitation

A. To prevent disease

B. To prevent food poisoning

C. To prevent food spoilage

D. To prevent bad odors and off-flavors

II. Reasons for Cleaning

A. To keep equipment operating and repair cost down.

B. To keep the quality of food high.

C. To keep the customers satisfied.

D. To keep utensils and equipment clean and bacteria free.

III. Elements of Cleaning

A. Water

B. Friction or heat

C. Wetting agent

(Example: Soap)

D. Physical effort

IV. Elements of Sanitization

A. Chemicals

B. Temperature

V. Control measures against germs

A. Keep foods at 40°F or below

B. Keep foods over 140°F

C. Control the conditions which could be favorable to germ development such as warmth, food, and moisture.

VI. Possible diseases from improper cleaning and food care and the source

A. Trichinosis--undercooked pork.

B. Dysentery--defective plumbing, water contaminated at its source, and food contaminated by flies or unwashed hands.

C. Typhoid Fever--contaminated milk, water, or shell fish; food contaminated by flies or unwashed hands.

D. Diptheria--improperly washed dishes or silverware; coughing or sneezing.

VII. Cleaning burned-on foods and grease

A. Soak in hot soapy water

B. If food deposits remain, use a scouring powder mixed into a paste with steel wool or sponges.

C. If stainless steel wool or sponges are not used, rinse away all ordinary steel wool particles from the surface.

D. To scrape grease or burned-on foods from stainless steel, use stainless steel, wood, plastic, or rubber tools.

E. DO NOT use ordinary steel scrappers or knives on stainless steel.

F. When using scouring powders, rub in the direction of the polish lines to prevent cross-scratching.

G. DO NOT allow foods or seasonings that contain table salt to stand too long. This will cause the stainless steel to pit.

(EXAMPLE: These types of foods are ketchup, mustard, and mayonnaise.)

VIII. Cleaning scale and hard water films

A. Light, straw-colored films

1. Flush thoroughly with clean water
2. Swab on a diluted solution of mild phosphoric or oxalic acid-type cleaner
3. Allow to stand 15 to 20 seconds
4. Rinse with clean water
5. Dry with a soft cloth
6. Repeat as necessary to completely remove film

B. White streaks from hard water and harsh detergents

1. Flush thoroughly
2. Swab with mild acid-type cleaner
3. Allow to stand 15 to 20 seconds
4. Rinse with clean water
5. Dry with a soft cloth
6. Repeat as necessary
7. If not satisfied, rub on paste made from scouring powder and water.
8. Allow to dry
9. Wipe off excess powder with soft cloth
10. Repeat as necessary to completely remove streaks.

(NOTE: If streaks are not too heavy, one application each of the acid cleaner and scouring powder will remove the heavy scale.)

IX. General rules for clean-up and sanitation

A. Cutting boards

(Note: Wipe down all cutting boards used in the food preparation.)

B. Chopping blocks

(Note: Wipe down the entire surface of the chopping block used in the food preparation.)

C. Preparation tables

(Note: Wipe down all of the preparation tables used in the food preparation.)

D. Utensil cleaning

1. Wash all knives and turning forks used in the food preparation.

2. If any utensil is dropped to the floor, wash it before using again.

UNIT II-D

COOK'S HELPER

ASSIGNMENT SHEET #10--GENERAL CLEANING

A. Explain briefly what "sanitation is the way of life" means.

B. List the goals of sanitation.

1.

2.

3.

4.

C. Select the correct answer by writing TRUE or FALSE for the following statements.

____ 1. A reason for cleaning is to keep equipment operating and repair cost down.

____ 2. One element of cleaning is a high pressure wash.

____ 3. Keeping the food quality high is another reason for cleaning.

____ 4. Cleaning also keeps the utensils and equipment free of bacteria.

____ 5. Physical effort is one element of cleaning.

____ 6. The customer's satisfaction is a result of cleaning.

____ 7. Three elements of cleaning are water, friction, and new equipment.

____ 8. Temperature is an element of sanitization.

D. List the four possible diseases from improper cleaning.

1.

2.

3.

4.

E. List the control measures against germs.

1.

2.

3.

F. List the cleaning steps for burned-on foods.

1.

2.

3.

4.

5.

6.

7.

G. List the steps for cleaning a light, straw-colored film from the pan.

1.

2.

3.

4.

5.

6.

UNIT TEST

COOK'S HELPER

UNIT TEST--PART 1

1. Match the letter of the term on the right with the correct definition on the left.

____a.	To break into small bits by using a fork	1. blend
____b.	To secure the wings and legs of a bird with pins or twine	2. baste 3. cube
____c.	To spoon liquid over food as it cooks	4. croquette 5. dusting
____d.	To cook and soak food in oil, vinegar, or wine for flavor	6. flake 7. fricassee
____e.	To cut into squares of the same size	8. fry 9. marinate
____f.	To mix two or three ingredients thoroughly	10. truss
____g.	Finely chopped meat plus other ingredients shaped into cakes, breaded, and then fried or baked	
____h.	To cook in fat	
____i.	To sprinkle a light coat of flour on pans	
____j.	To cook by braising; usually applied to fowl or rabbit	

2. Point out the correct cooking terms by writing TRUE or FALSE by the following statements.

____a. Baking is done by using wet heat.

____b. Braising is accomplished by fast-frying in a large skillet.

____c. To cube meat means cutting the meat into squares of the same size.

____d. Chilling is done by placing the food item in a refrigerator or cool place until cold.

____e. To emulsify, you wash to make clean.

____f. Fileting is separating a choice piece of meat from the bone.

____g. Mixing is blending the ingredients.

____h. To coat-the-spoon, you are adding water to lessen the strength of a mixture.

____i. To roast means cooking in an uncovered pan in the oven.

____j. A utensil is any tool or instrument used in cooking.

3. Select the correct cooking term by filling in the blanks for the following statements.

a. _____ is the ability of something to attract and hold a liquid.

b. A chemical leavening agent is _____.

c. To cook by exposing meat to direct heat over a grill or live coals is _____.

d. _____ is a chemical change of an organic compound due to the action of living organisms.

e. _____ is shredding food on a grater.

f. Baking powder is called a _____ _____.

g. _____ is passing dry ingredients through a screen or sieve.

h. To simmer meat and vegetables is _____.

i. _____ is the interior structure of a baked product as shown by the look and feel of a cut surface.

j. To beat a solution rapidly to increase volume and introduce air into the ingredients is _____ _____ the solution.

4. Point out the meaning of the following terms by placing a circle around the words that best complete the statement.

   A. Aeration is:

      1. a French cooking method

      2. sourness

      3. the treatment of dough with air to produce lightness and volume

      4. the ability to attract and hold a liquid

   B. A leavening agent is:

      1. an ingredient used to produce carbon dioxide in doughs and batters

      2. baking powder

      3. baking soda

      4. all of the above

   C. Broiling is:

      1. cooking in water or other liquids until the liquid bubles on the surface

      2. placing something in a good place

      3. cooking by direct heat over a grill or live coals

      4. a new method of fishing

      5. none of the above

   D. To coddle is:

      1. cooking in water below the boiling point

      2. to hug someone

      3. heating food containing sugar until brown

      4. covering an entire surface

E. Folding is:

1. putting away a card table
2. blending ingredients gently
3. putting towels away
4. making a new ditch

F. Fricassee is a cooking method that:

1. is new
2. boils the meat
3. is done by braising
4. is done by deep fat frying

G. A proof box is:

1. a box or cabinet used for fermentation by heat and steam
2. a box used in a court room
3. a box in which sample foods are placed

H. The term "score" means:

1. to make points with your teacher
2. make a touchdown
3. write music
4. make thin parallel cuts in one or more directions on the food surface

I. Seasoning is:

1. a time of year
2. improving the flavor by adding salt, pepper, or spices
3. aging the food for two or more months
4. none of the above

J. Smothering as referred to in cooking is:

1. a European way of making bread
2. covering with a sauce or vegetables
3. a way of putting out fires
4. a French term for carving ice

UNIT II-D

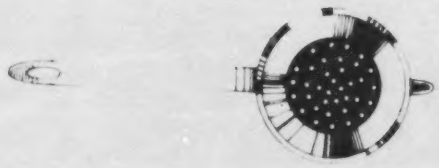
COOK'S HELPER

UNIT TEST--PART 2

Identify each of the cooking utensils by writing each of the following words in the correct blanks.

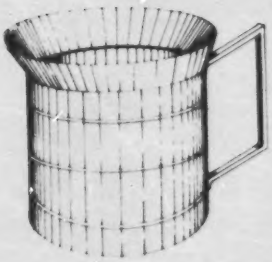
French knife	spatula
boning knife	colander
butcher knife	strainer
slicer	measure
cake knife	measuring spoons
food tongs	cleaver
kitchen fork	grater
ladle	skimmer

a. _____



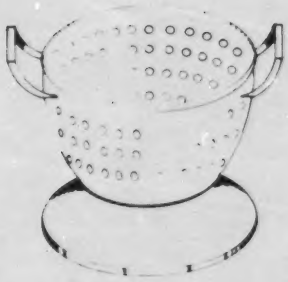
b. _____

c. _____

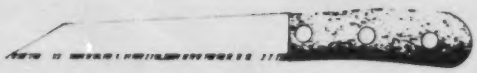


d. _____

e. _____

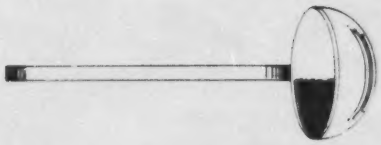


f. _____



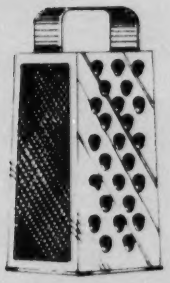
g. _____

h. _____

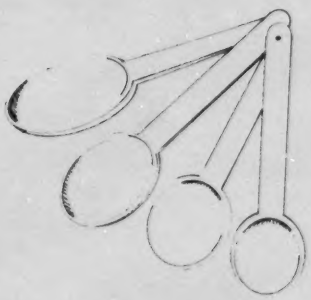


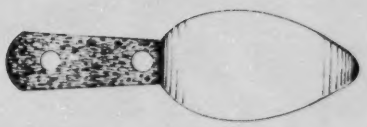
i. _____

j. _____



k. _____ l. _____





m. _____ n. _____

o. _____ p. _____

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 3

1. List the seven parts of the floor-type mixer

   a.

   b.

   c.

   d.

   e.

   f.

   g.

2. Select the correct uses of attachments for commercial mixers by writing TRUE or FALSE by the following statements.

   ____a. A flat beater is used for mixing main dishes such as meat loaf, hamburger, or fish cakes.

   ____b. The vegetable slicer is used for shredding vegetables.

   ____c. A wire whip is used for whipping your horse.

   ____d. A dough arm is part of a cookie.

   ____e. The slicer plate is used in the vegetable slicer.

   ____f. A pastry knife is used in blending vegetables.

   ____g. The food chopper is a convenient way to dispose of food.

   ____h. The shredder plate is used in the vegetable slicer.

   ____i. The food chopper can be used to grate hard cheese.

   ____j. The wire whip is used to introduce air into light mixtures.

3. Select the correct attachments for different processes performed with a commercial mixer by writing the letters in front of each attachment on the right in the correct blank on the left.

____a.	Used for mixing heavy doughs	1. pastry knife
____b.	Used for general mixing	2. vegetable slicer
____c.	Used for mixing shortening and flour	3. flat beater
____d.	Used to slice vegetables	4. food chopper
____e.	Used for chopping and grating	5. dough arm

4. Point out the sizes of commercial mixers and their attachments by filling in the following blanks with the correct words.

a. A bench mixer has _____ quart capacity.

b. A _____ is used to mix sweet dough.

c. Do not place your fingers into the _____ when the slicer is moving.

d. A floor-type mixer has a _____ quart capacity.

e. The _____ plate is used to shred vegetables.

f. A _____ is used to blend mixtures of pastry, meat loaf, and hamburger.

g. A _____ is used to mix water into dry milk.

h. The _____ holds the vegetables while they are pushed through the slicer.

i. The machine that slices vegetables is called a _____.

j. The largest commercially made floor-type mixer is called a _____.

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 4

1. Select the words which make the statement correct by placing a letter in the blank to the left.

____a. Always place the clutch lever in _____ before changing speeds on a gear driven mixer.

(1) first gear

(2) park

(3) neutral

(4) reverse

____b. The motor should be_____before changing speeds.

(1) on

(2) off

(3) put up

(4) unplugged

____c. Always use the _____ for food being mixed.

(1) correct speed

(2) right type of bowl

(3) correct mixture

(4) none of the above

____d. Select the _____ for food to be mixed.

(1) correct speed

(2) correct mixture

(3) correct gear

(4) correct size of level

____e. Always use _____ to scrape down the sides of the bowl to remove batter.

(1) rubber gloves

(2) rubber spatula

(3) rubber ball

(4) rubber hose

____f. Do not put _____ into the bowl while the mixer is in operation.

(1) racks

(2) recipes

(3) hands or spoon

(4) sticks

____g. To prevent spillage, _____.

(1) be careful

(2) start the machine at a slow speed

(3) don't use the mixer

(4) go on a vacation

____h. If the bowl is over half full, use _____.

(1) splash cover

(2) pan lid

(3) an assistant

(4) none of the above

____i. To prevent getting caught in the moving parts, _____.

(1) don't show up for work

(2) don't wear clothes

(3) don't wear loose clothes

(4) none of the above.

2. Select the correct safety rules by writing TRUE or FALSE for the following statements.

_____a. It is good safety to know how to disconnect the mixer from the power source.

_____b. Always put the clutch lever in neutral before changing speeds.

_____c. The motor should be OFF before changing speeds.

_____d. Use the quickest speed to mix the food.

_____e. To ensure a proper mix, use the largest bowl available.

_____f. Fasten the bowl and beaters securely before starting the motor.

_____g. If the bowl needs scraping while in operation, you do not need to stop the mixer.

_____h. The removal of beaters and their attachments may be done while the motor is running.

_____i. It is safe to drop small utensils into the bowls while mixing.

_____j. Do not wear loose clothing around moving parts.

3. Point out the correct safety rules by placing a "✓" in the blank to the left.

_____a. Know how to disconnect the mixer from the power source.

_____b. Know how to take the mixer apart for repairs.

_____c. Always use the right size of mixing bowl for mixing purposes.

_____d. Always fasten the bowl and beaters securely before starting the machine.

_____e. Do not wear loose clothing that is dirty.

4. Match the following safety terms to the correct statement.

a. low speed	____1. Used to whip
b. neutral position	____2. Motor position used before changing speeds mixer
c. OFF position	
d. medium speed	____3. Used for heavy mixtures
e. splash cover	____4. Not worn around moving parts
f. rubber spatula	____5. Used to scrape down sides of bowls
g. loose clothing	
h. high speed	____6. Clutch position before changing gear speeds
	____7. Used to mix cake batter
	____8. Used to prevent spillage or splashing

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 5

1. Identify the operation and safety rules of ovens by writing TRUE or FALSE for the following statements.

____a. If the pilot light goes out, it is safe to close the oven door until it can be fixed.

____b. The oven door is a good place to rest heavy pans.

____c. To avoid possible radiation, do not look into the microwave while the food is cooking.

____d. Avoid the use of plastic containers in microwaves.

____e. To heat a microwave unit, the power switch must be placed at the ON position.

____f. Excessive opening and closing of the oven door will not affect heat loss.

____g. Cleaning a microwave oven may be done while the oven is in the ON position.

____h. Aluminum foil may be used in a microwave oven.

____i. Glass is a good container to use in a microwave oven.

____j. Metal containers are not good to use in the microwave oven.

2. Point out the correct answers for operating gas, electric, and microwave ovens by placing the correct letter in the blanks to the left.

____a.	A distance of two inches from the walls and door is needed for proper heat circulation	1. Gas oven 2. Electric oven 3. Microwave oven
____b.	The oven shuts off automatically when the time set is complete.	
____c.	The temperature is controlled by a thermostat.	
____d.	To clean the oven walls, the unit must be turned off.	
____e.	Metal containers may damage the unit.	
____f.	The oven has a pilot light.	
____g.	The heat control must be set on low, medium, or high to operate the oven.	
____h.	A distance of one arm's-length must be kept to prevent possible damage.	

3. List three safety rules for the microwave oven.

a.

b.

c.

4. Select the correct cleaning and safety procedures for operating ovens by placing the letter in front of each phrase that best completes each of the following statements.

____a. Plastic containers are not good containers to be be used in microwave ovens because

(1) you can't re-use them

(2) they give off bad odors that affect taste

(3) they come in only one color

(4) none of the above

____b. To prevent heat loss

(1) close off all kitchen doors

(2) turn up the thermostat

(3) close the vent control

(4) strike matches

____c. To re-light the pilot in a gas oven

(1) strike the match and turn the gas on slowly

(2) buy a new pilot

(3) call the electrician

(4) all of the above

____d. In a gas oven, two inches is allowed from the door and walls to

(1) make room for another dish

(2) prevent heat loss

(3) have an equal distribution of weight

(4) none of the above

____e. A type of container used for cooking in the microwave oven is

(1) glass

(2) paper

(3) ceramic

(4) all of the above

____f. One way to avoid possible radiation from the microwave oven is to

(1) wear radiation suits

(2) not cook with it

(3) have the unit checked out

(4) turn the oven off before opening the door

____g. One way to produce a better cooked product from an electric oven is to

(1) avoid excessive opening and closing of the door

(2) buy an oven from Germany

(3) buy expensive ingredients

(4) none of the above

____h. The best way to clean a gas oven is to

(1) clean the experior surface with warm water and a detergent

(2) clean the interior walls with a damp cloth

(3) clean the crumbs out of the return tray

(4) all of the above

____i. Operation of the microwave oven begins with

(1) placing the food to be cooked in the unit

(2) placing the switch control at the ON position

(3) buying the unit itself

(4) not looking at the unit while the food is cooking

____j. The safest way to use a microwave oven is to

(1) consult your owner's manual

(2) ask for help

(3) write the manufacturer

(4) take it back to the store

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 6

1. Identify the parts that go to the food slicer by placing a check(✓) mark in the blank at the left.

____a. slicer knife

____b. blade control indicator

____c. switch blade

____d. receiving tray

____e. crescent wrench

____f. scrap tray

____g. gauge plate

2. List the types of foods sliced with a food slicer:

a.

b.

c.

d.

e.

3. Select the correct answer by writing TRUE or FALSE for the following statements.

____a. Always read the manufacturer's guide for instructions.

____b. Water will not hurt the motor while cleaning it.

____c. Keep the unit plugged in at all times.

____d. Dull blades affect the machine performance.

____e. Hot water is used to clean the slicer.

____f. When cleaning the slicer, be sure the machine is OFF.

____g. Adjusting the slicer may be done with wet hands.

____h. Be sure the cord is dry and free of grease.

4. Write a short paragraph explaining the uses of the food slicer, operational procedures, safety, and daily care of the machine.

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 7

1. Select the correct sequence for operating the broiler by numbering the following steps 1 through 5 in the space provided.

____a. Leave the broiler on low so it will be ready when needed.

____b. Marinate, brush, or dip the meat with oil and/or seasoning.

____c. The meat should be turned once during the cooking process.

____d. Preheat the broiler for 15 minutes prior to cooking.

____e. Pull the grill out and place the meat on the grill.

2. Select the correct answer by writing TRUE or FALSE for the following statements.

____a. In turning the meat, a small fork can be used.

____b. The fork is inserted at the edge of the meat.

____c. A spatula is used to turn meats like steak.

____d. A pan is used to hold oil or the meat drippings.

____e. The empty pan is used for fully cooked meats to be placed on the table.

____f. Broiling forces the meat away from the heat sources.

____g. Over-cooking meats on a broiler adds flavor to meats.

____h. Oil on meat prevents sticking and dryness.

3. Select the correct procedures for operating a grill by writing the number of the word or words which best completes the statement in the blank provided.

____a. Grilling is a designated way of cooking

(1) meat

(2) fish

(3) egg

(4) vegetables

(5) all of the above

____b. Solid grills such as this are generally used for

(1) short order menus

(2) radiators

(3) fire trucks

(4) fire hazards

____c. When operating a grill, you should

(1) ask for help

(2) bring the temperature between 350^{o} - 400^{o}

(3) just start cooking

(4) check the menu

____d. In cleaning the grill,

(1) allow it to cool

(2) clean it with a pumice stone

(3) wash it with a damp cloth and then dry it

(4) all of the above.

____e. To season the grill means

(1) letting the grill age

(2) adding spices to the grill

(3) preparing the grill for operation

(4) giving it a holiday

____f. If dull spots occur after cooking,

(1) wipe the surface with an oily rag

(2) call for help

(3) order a new grill

(4) none of the above

____g. Avoid using cleaning materials that

(1) don't smell good

(2) you don't like

(3) may scratch or mar the surface

(4) will not produce a constant soap foam for two hours

____h. In seasoning the grill, allow the oil to stand for

(1) 15 minutes

(2) 5 mintues

(3) forever

(4) 12 minutes

____i. A grease tray that is full is

(1) messy

(2) a fire hazard

(3) uncivilized

(4) bad manners

____j. To season the grill, you heat it to a temperature of:

(1) 600^{o}

(2) 300^{o}

(3) 200^{o}

(4) 500^{o}

4. Select the correct procedures for operating the deep fat fryer by writing the word or words which best complete the statement in the balnk provided.

   a. Turn the fryer on and set the temperature at _____°.

   b. Select the proper _____ for foods to be fried.

   c. Drain _____ moisture off foods that have been soaking.

   d. Remove the excess _____ before placing the meat into the fryer.

   e. Fill the _____ no more than half full.

   f. Lower the basket into the _____ and cook until the bell rings.

   g. _____ and remove the foods to an open holding container or to a serving dish.

5. List the different types of frying mediums.

   a.

   b.

   c.

   d.

6. Select the correct cleaning procedures for the deep fat fryer by writing TRUE or FALSE for the following statements.

   ____a. The area surrounding the fryer needs a light application of oil for operation.

   ____b. To clean the fryer, you must turn the unit off.

   ____c. To scrub the unit, any type of soft brush can be used.

   ____d. In boiling the water and detergent solution, boil the solution for 12 to 15 minutes.

   ____e. After cleaning out the fryer, refill the unit with some oil that you took out.

7. List the types of materials used for breading.

   a.

   b.

   c.

   d.

   e.

8. Select the correct breading procedures by writing the letter of the statement which best completes each sentence below in the blanks.

   ____a. The purpose of breading is

   (1) the quality of taste

   (2) to heat the bread flakes

   (3) to look neat

   (4) none of the above

   ____b. A factor of fat absorption in food is

   (1) the quality and condition of fat or oil

   (2) how long you breaded the food item

   (3) how dry the food is before you deep fry

   (4) all of the above

   ____c. An advantage of deep fat frying is

   (1) low cost

   (2) short cooking time

   (3) lending color and variety to the menu

   (4) all of the above

   ____d. Some vegetables that are deep fried are

   (1) potatoes

   (2) fish

   (3) green beans

   (4) steak

____e. Foods should not be breaded too far in advance because

(1) it can make moist items too watery

(2) it can make you late to the dance

(3) it is too messy

(4) all of the above

____f. Fruit that is normally deep fried is

(1) apple

(2) banana

(3) pineapple

(4) all of the above

____g. Some examples of seafood that is deep fried are

(1) wings

(2) halibut

(3) veal

(4) eggplant

____h. Bread items that are deep fried are

(1) zucchini

(2) scallops

(3) hushpuppies

(4) veal cutlets

____i. Foods that regularly deep fry well are

(1) chicken

(2) beef

(3) seafood

(4) all of the above

____j. Fried halibut is considered

(1) fried chicken

(2) fried seafood

(3) fried beef

(4) fried pie

10. Select the correct roasting procedures by writing TRUE or FALSE for the following statements.

____a. If roasting the meat, the seasoning is added just before the meat goes into the oven.

____b. In placing the meat into the oven for roasting, the fat side goes down to prevent sticking.

____c. The adding of garnish is done right after the meat has been browned.

____d. For best results, do not cover the roast.

____e. The temperature range for roasting is 200° - 275°

____f. Rib roast should be turned only once during the roasting time.

____g. Boneless roast should be turned frequently to prevent dryness.

____h. Your roasting time depends on the size of your roasting oven.

____i. A degree of doneness is "well done".

____j. A quality of meat is "Choice".

11. List the things that determine the cooking time of meat.

a.

b.

c.

d.

e.

12. Select the correct procedures for braising by writing TRUE or FALSE for the following statements.

____a. For braising meat, you place the meat on the grill.

____b. A cover is placed over the pan while braising the meat.

____c. Usually the braising of meat is done at temperatures around 250°.

____d. Cooking in a liquid is done without seasoning.

____e. A cover is placed over the pan while cooking in liquids.

____f. Meat is usually simmered at 200°.

____g. Stew meats are cut into triangular cuts.

____h. Vegetables are added at the same time the meat is added.

____i. Cooking temperature is usually 350°.

____j. A cover is not placed over the stew pot while making stew.

13. List the different types of vegetables.

a.

b.

c.

d.

14. List the different methods of cooking vegetables.

a.

b.

c.

d.

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 8

1. Identify the different cooking abbreviations by matching the correct letter with the correct number.

____a.	pound	1.	Tsp.
____b.	pint	2.	Pt.
____c.	quart	3.	Qt.
____d.	tablespoon	4.	Bch.
____e.	teaspoon	5.	Tbsp.
____f.	bunch	6.	Lb.

2. Select the correct equivalents by writing TRUE or FALSE for the following statements.

____a. 1 pinch is equal to approximately 1/8 teaspoon.

____b. 1 cup is equal to 4 pints.

____c. 2 pints are equal to 1 quart.

____d. 3 teaspoons are equal to 1/4 tablespoon.

____e. 16 ounces are equal to 1 pound.

____f. 1 cup is equal to 1/2 pint.

____g. 1 gallon is equal to 1 cup.

____h. 16 tablespoons are equal to 1 cup.

____i. 2 pounds (water) are equal to 2 fluid quarts.

____j. 1 pound (water) is equal to 1 fluid pint.

3. Define the following terms associated with cooking measurement.

a. dry

b. tablespoon

c. quart

d. level

e. pound

f. teaspoon

g. scoop

h. spatula

i. cup

j. measuring spoon

4. Select the correct measurements by selecting the correct answer from the multiple choices below.

____a. Dipper size number 8 is equal to (1) 5 oz. (2) 6 oz. (3) 1 quart (4) none of the above

____b. A bunch is abbreviated by (1) bun. (2) bch. (3) B (4) bunch

____c. A number 16 dipper is equal to (1) 1/5 cup (2) 3/4 cup (3) 1/4 cup (4) i cup

____d. A graduated measuring cup is (1) a smart cup (2) a cup (3) a cup used in measuring (4) a jar

____e. A number 303 size can is equal to (1) 1 pound (2) 2 pounds (3) 3/4 pound (4) 1 pound 4 ozs.

____f. A pint is equal to (1) 1 cup (2) 2 cups (3) 1/2 quart (4) number 8 dipper

____g. The most common terms used in measuring is (1) teaspoon (2) tablespoon (3) cup (4) all of the above

____h. One cup is equal to (1) 1/2 pint (2) 2 swallows (3) 1/8 teaspoon (4) 4 quarts

____i. A number 10 size can may be substituted by (1) 2 no. 5 cans (2) 5 no. 2 cans (3) 4 no. 2 1/2 cans (4) none of the above (5) all of the above

____j. One ounce is equal to (1) 1/16 of a pound (2) 1/4 pound (3) 1/2 pound (4) 2 pounds

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 9

1. List the information found on labels.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

2. List the ways labels are used.

   a.

   b.

   c.

   d.

3. Select the agencies and grades by writing TRUE or FALSE for each of the following statements.

   ____a. Grade A is the highest grade given.

   ____b. The U.S. Olympic Council (USOC) governs labels.

   ____c. A substandard grade for food is grade C.

   ____d. The two food regulating agencies are USDA and FDA.

   ____e. The above average quality for food is grade B.

   ____f. The minimum standard for food is grade C.

   ____g. Inferior quality in food is considered sub-standard.

UNIT II-D

COOK'S HELPER

UNIT TEST--PART 10

1. List the goals of sanitation.

   a.

   b.

   c.

   d.

2. Identify the possible causes of the diseases associated with unsanitary conditions by writing the correct number in each blank.

____a.	undercooked pork	1. Trichinosis
____b.	contamination by flies	2. Dysentery
____c.	defective plumbing	3. Typhoid Fever
____d.	coughing or sneezing	4. Diptheria
____e.	milk or water contaminated at its source	
____f.	improperly washed dishes or silverware	

3. Point out the necessary steps to clean burnt-on food by placing a √ mark in front of the correct statement.

   ____a. Soak in hot soapy water.

   ____b. Read the book.

   ____c. Buying all new pans.

   ____d. Use rubber tools, wood, and plastic on stainless steel.

   ____e. Rub in the direction of the polish lines.

4. Circle the correct letters that contain the correct steps for general cleaning.

   a. Wipe down all cutting boards used in food preparation.

   b. Wipe down your sweating forehead.

   c. Wipe off your wet hands.

   d. Clean any utensil that has been dropped to the floor before re-use.

   e. Wipe down the surface area of the preparation tables.

   f. Wipe off the chalkboard before leaving.